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ABSTRACT

These career development materials consist of three booklets: the text, success portfolio, and facilitator's guide. Unit 1 in the text tests the students' coping skills. Contracts in the success portfolio for this unit enable the student to determine the sources of stress and ways of coping; describe different procedures for managing time; assess sources and ways of coping with depression; recognize and practice assertive behavior; and define a problem, seek alternatives, and implement a plan. The focus of Unit 2 is understanding self, particularly the positive and negative supports to constructive personal and interpersonal behavior. Contracts in the success portfolio enable the student to increase self-regard and self-acceptance; use strategies to overcome self-defeating behavior; understand the importance of taking charge of college life; explore according to Maslow's ladder of values the needs that impel the student to achieve in college; and explore ego states of parent, adult, and child in self as the student relates to instructors and classmates. Unit 3 focuses on career awareness. Contracts in the success portfolio enable the student to develop a value, interest, and ability profile, and follow the steps toward planful decision-making and goal setting. For each unit the facilitator's guide outlines the lesson plan and provides answers to the case problems discussed at the end of each chapter. (LLL)

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GETTING SET FOR SUCCESS

EMILIO SANTA RITA

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GETTING SET FOR SUCCESS

EMILIO SANTA RITA

GETTING SET FOR SUCCESS consists of three booklets: (1) the Text, (2) the Success Portfolio, and (3) Facilitator's Guide to the Text and Success Portfolio. These three booklets enable the student to (1) access his or her coping skills; (2) tap the sources of these coping skills and the obstacles that get in the way -- within a personal and interpersonal context; (3) and, discover how to channel these personal resources into a career goal.

Unit I in the Text consists of five chapters where the students' coping skills are tested: (1) stress, (2) time management, (3) depression, (4) assertiveness and (5) problem-solving. Each chapter begins with a self-test questionnaire, followed by a discussion of the main concepts, case applications, group exercise and case problems for group discussion.

Contracts in the Success Portfolio are integral parts of the chapters and enable the student to (1) determine the sources of stress and ways of coping; (2) describe different procedures for planning, monitoring and managing time; (3) assess the sources of depressions and ways of coping through cognitive modification exercises; (4) be able to recognize and practice assertive behavior; (5) and, define a problem, seek alternatives, implement a plan.

The Facilitator's Guide outlines the lesson plan for each chapter in Unit I and provides answers to case problems discussed at the end of each chapter in Unit I.

The focus of Unit II in the text is understanding self, particularly the positive and negative supports to constructive personal and interpersonal behavior: (1) profile of self, (2) typologies of self-defeating behavior, (3) autonomy, (4) motivation and (5) transactional analysis. Each chapter begins with a self-test questionnaire, followed by a discussion of the main concepts, case applications, group exercise and case problems for group discussion.

Contracts in the Success Portfolio are integral parts of the chapters and enable the student (1) to increase his or her self-regard and self-acceptance; (2) use strategies to overcome self-defeating behavior; (3) understand the importance of taking charge of life in college, work and personal life; (4) explore according to Maslow's ladder of values, what needs impel him or her to achieve in college; (5) and, have the opportunity to explore ego states of parent, adult and child in self as he or she relates in a constructive ways to instructors and classmates.

The Facilitator's Guide outlines the lesson plan for each chapter in Unit II and provides answers to the case problems discussed at the end of each chapter in Unit II.

Unit III travels with the student along the path of discovering and developing a career goal: (1) values, (2) interests, (3) abilities, (4) decision-making and (5) goal setting. Each chapter begins with a self-test questionnaire, followed by a discussion of the main concepts, case applications, group exercise and case problems for group discussion.

Contracts in the Success Portfolio are integral parts of the chapters and enable the student to develop (1) a Value Profile that goes into a career choice; (2) an Interest Profile that will help determine an occupational choice; (3) an Ability Profile that can be channeled into an occupational choice; (4) follow the steps toward planful decision-making; and (5) by goal-setting, will understand how to lay out a plan, consider the obstacles, and find the positive supports for implementing the plan.

The Facilitator's Guide outlines the lesson plan for each chapter in Unit III and provides answers to the case problems discussed at the end of each chapter in Unit III.

The Text and the Success Portfolio have been translated into Spanish. The English and Bilingual editions (English-Spanish) of GETTING SET FOR SUCCESS have recently been published and may be ordered through GINN PRESS, 160 Gould Street, Needham Heights, MA 02194.

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For my mother, Rosario,
in loving remembrance

FOREWORD

If anyone is keeping you from succeeding it is probably you, and unless you do something about it, it will be the same next year and the year after.

There are things you can do to help yourself. Unit I - COPING SKILLS - gives practice in using skills that you now have so that you can manage problem situations.

Your experience has given you some understanding of what you are like and what you want. You do know more now than you used to. Unit II - AWARENESS OF SELF - will help you find a way to make that knowledge work more constructively so that you don't fall back into your old ruts again.

You cannot succeed unless you know what you want. Unit III - CAREER AWARENESS - gives you an opportunity to translate what you want into specific career goals.

You will succeed because there are things you can do to help yourself. You will succeed because you will know more about yourself and you will use that knowledge to work for you. You will succeed because you will be able to translate what you want into very specific career goals.

THE AUTHOR

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UNIT I

COPING SKILLS

You all have a desire to improve yourselves. You want a better life once your education is over. You do not only wish to survive but to succeed. College is the place to prepare you to be successful. To be successful, you must develop your coping skills.

College means excitement, adventure, confusion, personal challenge, and stress. To succeed, you must know how to cope with stress (Chapter One). You will move about campus as an independent person. You will determine your own schedule. To succeed, you must be able to control your free time (Chapter Two). All new students have fears. Can I cope? College life entails some "adjustment." To succeed, you must be able to know what is normal anxiety and what is depression (Chapter Three). The more you know and understand yourself, the more college will mean to you. You will, of course, get to know yourself better by attending classes, relating to your professors and classmates. To succeed, you must know how to relate to your professors and classmates in an assertive way (Chapter Four). College experience is difficult to anticipate. You may run into a personality problem with a professor or classmate. Although college life can thrill you, it can also defeat you if you are not careful. Remember all problems have solutions. To succeed, you must have a plan on how to solve problems effectively (Chapter Five).

Chapter ONE

HANDLING STRESS

College life, both academic and personal, can squeeze and pressure you emotionally in ways you would never expect. Sometimes you may feel as though you are in a vise. At other times, you may feel like a block of granite which everybody is chiseling away at. College and stress go together.

Where do the pressures come from? Can you control them, eliminate them, or keep them from building up to the breaking point? What safety valves are available?

Some college pressures are generated by demands of the educational institution. In order to stay in college, you must meet term paper deadlines, make book reports, and pass examinations. Some typical problems are: too little time to study, not knowing how to study, fear of speaking up, and the inability to concentrate, to express oneself, or to plan ahead.

Other pressures result from psychological needs and social relationships. Along with the desire for acceptance, you may experience lack of self-confidence, loneliness, awkwardness in meeting others, and difficulty in getting along with parents. You may be troubled by weight problems, sex problems, moodiness, inability to relax, or general dissatisfaction with your own personality.

STRESS TEST

STRESS TEST - Part One:

Read and choose the most appropriate answer for each of the 10 questions as it actually pertains to you.

a: Almost always true
b: Usually true
c: Usually false
d: Almost always false

1. ___When I can't do something "my way," I simply adjust to do it the easiest way.
2. ___I get "upset" when someone in front of me drives slowly.
3. ___It bothers me when my plans are dependent upon others.
4. ___Whenever possible, I tend to avoid large crowds.
5. ___I am uncomfortable having to stand in long lines.
6. ___Arguments upset me.
7. ___When my plans don't "flow" smoothly, I become anxious.
8. ___I require a lot of room (space) to live and work in.
9. ___When I am busy at some task, I hate to be disturbed.
10. ___I believe that "All good things are worth waiting for."

To score: 1 and 10: a = 1 pt., b = 2 pts., c = 3 pts., d = 4 pts.
2 - 9 : a = 4 pts., b = 3 pts., c = 2 pts., d = 1 pt.

This test measures your vulnerability to stress from being "frustrated," i.e. inhibited. Scores in excess of 25 seem to suggest some vulnerability to this source of stress.

STRESS TEST - Part Two:

Circle the letter of the response option that best answers the following 10 questions.

a: Almost always
b: Very Often
c: Seldom
d: Never

How often do you....

1.___Find yourself with insufficient time to complete work?

2.___Find yourself becoming confused and unable to think clearly because too many things are happening at once?

3.___Wish you had help to get everything done?

4.___Feel your boss/professor simply expects too much from you?

5.___Feel your family/friends expect too much from you?

6.___Find your work infringing upon your leisure hours?

7.___Find yourself doing extra work to set an example to those around you?

8.___Find yourself doing extra work to impress your superiors?

9.___Have to skip a meal so that you can get work completed?

10.___Feel that you have too much responsibility?

To score a = 4 pts., b = 3 pts., c = 2 pts., d = 1 pt.
Total up your score for this exercise.

This test measures your vulnerability to "overload" i.e., having too much to do. Scores in excess of 25 seem to indicate vulnerability to this source of stress.

STRESS TEST - Part Three

Answer all questions as:

a: Almost always true
b: Usually true
c: Seldom true
d: Never true

1.___I hate to wait in lines.

2.___I often find myself "racing" against the clock to save time.

3.___I become upset if I think something is taking too long.

4.___When under pressure I tend to lose my temper.

5.___My friends tell me that I tend to get irritated easily.

6.___I seldom like to do anything unless I can make it competitive.

7.___When something needs to be done, I'm first to begin even though the details may still need to be worked out.

8.___When I make a mistake, it is usually because I've rushed into something without giving it enough thought and planning.

9.___Whenever possible I will try to do two things at once, like eating while working, or planning while driving or bathing.

10.___When I go on vacation, I usually take some work along just in case I get a chance.

To score: a = 4 pts., b = 3 pts., c = 2 pts., d = 1 pt.

This test measures the presence of compulsive, time urgent, and excessively aggressive behavioral traits. Scores in excess of 25 suggest the presence of one or more these traits.

STRESS TEST - Part Four

How do you cope with the stress in your life? There are numerous ways -- some are more effective than others; yet some coping strategies may actually be as harmful as the stress they are used to alleviate. This scale was created largely on the basis of results compiled by clinicians and researchers who sought to identify how individuals effectively cope with stress. This scale is an educational tool, not a clinical instrument. Therefore, its purpose is to inform you, the reader, of ways in which you can effectively and cope with the stress in your life, while at the same time, through a point system, give you some indication of the relative desirability of the coping strategies you are currently using.

Simply follow the instructions given for each of the 14 items listed below. When you have completed all of the items, total your points and place that score in the box provided.

1. [ ] Give yourself 10 points if you feel that you have a supportive family around you.
2. [ ] Give yourself 10 points if you actively pursue a hobby.
3. [ ] Give yourself 10 points if you belong to some social or activity group that meets once a month (other than your family).
4. [ ] Give yourself 15 points if you are within five pounds of your "ideal" bodyweight, considering your height and bone structure.
5. [ ] Give yourself 15 points if you practice some form of "deep relaxation" at least three times a week. Deep relaxation exercises include meditation, imagery, Yoga, etc.
6. [ ] Give yourself 5 points for each time you exercise thirty minutes or longer during the course of an average week.
7. [ ] Give yourself 5 points for each nutritionally balance and wholesome meal you consume during the course of an average day.
8. [ ] Give yourself 5 points if you do something that you really enjoy which is "just for you" during the course of an average week.
9. [ ] Give yourself 10 points if you have some place in your house that you can go in order to relax and/or be by yourself.
10. [ ] Give yourself 10 points if you practice time management techniques in your daily life.

11. [ ] Subtract 10 points for each pack of cigarettes you smoke during the course of an average day.

12. [ ] Subtract 5 points for each evening during the course of an average week that you take any form of medication or chemical substance (including alcohol) to help you sleep.

13. [ ] Subtract 10 points for each day during the course of an average week that you consume any form of medication or chemical substance (including alcohol) to reduce your anxiety or just calm you down.

14. [ ] Subtract 5 points for each evening during the course of an average week that you bring work home; work that was meant to be done at your place of employment.

[ ] Now calculate your total score and place in the box on the left. A "perfect" score would be 115 points. If you scored in the 50 - 60 range your probably have an adequate collection of coping strategies for the most common sources of stress. However, you should keep in mind that the higher your score the greater is your ability to cope with stress in an effective and healthful manner.

SOURCES OF STRESS

Ray was in love with Vicky. She was different. She gave more of herself intellectually, emotionally, and physically, but she also demanded more from Ray. He soon found himself unable to stay away from her. Ray got into more and more trouble academically. Vicky is pregnant. Ray's father is in the hospital. Ray had to drop three of the four courses he was taking.

Ray's source of stress is OVERLOAD.

> OVERLOAD is a condition that comes about from an individual taking on more tasks and responsibilities he can handle at a given segment of time.

Marjorie wants to complete her Medical Lab two-year program, but she also wants to live away from home. Two months ago Marjorie found a part-time job and moved into an apartment with a girl friend. She figured she had found the best solution to her problem. She soon discovered that apartment living is very expensive and she eventually had to make one of two choices: to return home and continue her education or to get a full-time job.

Marjorie's source of stress is FRUSTRATION.

> FRUSTRATION is a feeling that arises because of obstacles that impede progress toward a goal.

Kathy fought for every grade. She worried every inch of the way. In fact, she lost six pounds the first semester, had frequent headaches, and caught numerous colds. Her extreme worry sapped her strength and concentration.

Kathy's source of stress is her "compulsiveness."

> COMPULSIVENESS is a personality trait characterized by an exaggerated sense of responsibility and an execessive need for perfection.

A PLAN TO MINIMIZE STRESS IN LIFE

1. I will spend ________ minutes a day on myself for the next two weeks. Some things I will do during that time are:
____ and
____

2. Three things that have made me laugh recently are:
____
____
____

3. Walking is fun and healthful. I will start out by walking for __________ minutes everyday for the next week. Because I will feel so much better, I will increase the time to ______________ minutes a day the next week!

4. What is happening right now that is cause for at least a small celebration?____
____
Is it something that can be repeated?

5. I am worried about ____
____________________________ and ______________________________
If I could empty my mind, those things would not cause me stress -- at least for a while. There is probably some "excess baggage" in my mind that I could pour out forever. One of those things is____
____

6. I haven't talked to my old friend, ____________________________, for a long time. I think I will call ___________________________ (when)______________________________ and say "hello."

7. ____________________________ is really a problem to me. One way I can start to solve that problem is by ________________________
____________________________________. I'll start right now!

8. I'm really angry about/at ______________________________________.
It is only hurting me. I think I'll give it up. Also, I don't want to be unhappy about ______________________________________ anymore. I think I'll give that up, too.

9. So many good things happen in life. I really look forward to
____
I will do everything I can to do that again within the next ____________________________________ weeks.

10. I like myself. I feel that ______________________
is taking advantage of me by ______________________
I know ______________________ really doesn't want to
upset me. I am going to be honest with ______________________
______________________ and tactfully, directly and
respectfully tell her/him how I feel about her/his behavior.

Which three of these suggestions from the sample plan are most important to you?

____

____

____

Start on your stress management plan today - as soon as you get home, or better still, right now.

GROUP EXERCISE

A. Getting Acquainted. Walk around and say hello to each other -- WHO:

1) spent 9 hrs., 7 hrs., 5 hrs., etc. getting registered.

2) have the same curricula: Nursing, Data Programming, Education, Business, etc.

3) have the same horoscope signs: SCORPIO, SAGITTARIUS, LEO, etc.

B. [Optional: Pin-the Tail-on-the Donkey.

The purpose of this activity is to bring to the student's awareness the many sources of stress in her or in his life.

1) Three donkey "behinds" will be drawn on the chalkboard.

2) Three volunteer students in blindfold will try to draw the tail on the right spot.

3) The class will "help" the volunteers pin (draw) the tail on the right spot.]

C. Fill out the STRESS TEST pp.3-7 in preparation for Success Contract I: Stress.

GROUP DISCUSSION

1. Howard spends about forty percent of his available study time on his chemistry course knowing that if he doesn't survive, he will have to drop his science major and eliminate many potential careers he is interested in. At present he is earning a B grade. But as a result of spending so much time on chemistry, he has fallen somewhat behind in his difficult English class and plans to cram his way through his first big tests in history and psychology. Thus far he has not missed any classes.

    (a) What might be the likely source of Howard's stress?

    (b) What coping behaviors would you recommend to Howard?

2. Shelly is a communications (drama) major. Her professors and classmates acknowledge that she has exceptional acting talent. Her goal is to transfer to a senior college and earn a teaching credential in the event she doesn't make it as a professional performing artist. Shelly earned only a 2.5 GPA her first semester and is taking more difficult courses this term. In fact, she senses she may already be in trouble in two courses, history and biology, which are required in her education curriculum. Yesterday Shelly accepted the leading role in the spring play, an activity requiring many long hours of rehearsal.

    (a) What might be the likely source of Shelly's stress?

    (b) What coping behaviors would you recommend to Shelly?

3. Under a financial grant program, Mrs. Wynne was taking a full college load in addition to caring for a home and two children, and working weekends. She was frequently late to classes because of her tight schedule. But in spite of pressure, she was highly motivated and pleased with her professors and classes. Although Mrs. Wynne knew she was under stress, she was reluctant to give up. Then last week it seemed to her that she had reached her personal stress threshold. She dropped out of college.

    (a) What might be the likely source of Mrs. Wynne's stress?

    (b) What coping behaviors would you recommend to Mrs. Wynne?

18 A

4. Nancy is confused and frustrated about her future. Everything she attempts in college seems to lead nowhere. She figures the best thing in her life right now is Gary, who wants to marry her as soon as possible. Nancy is tempted to say yes because Gary is very kind and sensitive to her needs. He has told her that if she works now to help him complete college, he will return the favor later.

   (a) What might be the likely source of Nancy's stress?

   (b) What coping behaviors would you recommend to Nancy?

5. Rose feels as if she has been on a crazy roller coaster even since she arrived at the college three months ago. She doesn't remember exactly how her roller coaster started but she's been whirling through one caper after another with drugs, alcohol -- the works. At first she was thrilled with her new freedom, but now she feels used and frightened and has fallen hopelessly behind in her classes.

   (a) What might be the likely source of Rose's stress?

   (b) What coping behaviors would you recommend to Rose?

****

SUCCESS PORTFOLIO: Do Success Contract I on How you plan to cope with stress. As you complete your Success Contract I, you will experience "success", because you have a plan on how to cope with stress.

For this Fall 1990 semester, instead of Success Contract I, read sections 6-15 in the Student Handbook. Turn the headings into questions; answer the questions in preparation for the midterms.

ASSIGNMENT: Read Chapter II - TIME MANAGEMENT - pp.17-20: Time Wasters, Possible Cause and Possible Ways to Prevent; Time Utilization; and Case Applications.

Fill out the HOW DO YOUR ORGANIZE YOUR TIME questionnaire in Chapter II, pp.15-16. Score your time-management skills and be ready to do Success Contract II: Time Management.

****

CHAPTER TWO

TIME MANAGEMENT

College students quickly discover that time is elusive and tricky. It is the easiest thing in the world to lose and most difficult to control. At the beginning as you look toward the end of the semester, it may appear that you have more time than you need. Yet time has a way of slipping through your fingers like quicksand. You may suddenly find there is no way to stretch the little time left to cover all your academic obligations. When this happens, many students panic and may even give up. To succeed? Early control.

Time is dangerous. If you don't control it, it will control you. While you are a college student, time management will probably be your greatest problem.

All college students need some fun and relaxation. But be sure that you are not squandering large blocks of time. If this happens, you will eventually find yourself in trouble in your courses and discover that your free time is no longer enjoyable. If you learn to control your time, you will succeed in college.

HOW DO YOU ORGANIZE YOUR TIME?

Whether you are a pretty good manager of time or a chronic waster of time, you can start to improve your use of time. First, analyze your personal time management skills. Many people are aware of the fact that they need to manage time, but most fail to do so.

Analyze your time-management skills by checking either "yes" or "No" to the following questions:

	YES	NO
1. Do you set aside time for studying each course that you are taking?	____	____
2. Do you do the hard (and possibly unattractive) work first before the easy and less important work?	____	____
3. Whenever you study, do you spend some time reviewing?	____	____
4. Do you schedule time for starting early on a long-term project?	____	____
5. Do you have a regular time each day for studying particular subjects?	____	____
6. Do you do the job assigned to you and try not to do the jobs assigned to others?	____	____
7. Do you make sure that short easy tasks get done first?	____	____
8. Do you take time soon after class for revising lecture notes?	____	____
9. To help estimate time needed for a reading assignment in a particular course, do you know how many textbook pages you can read in ten minutes?	____	____
10. Before you study, do you estimate the amount of time needed for doing the assignment?	____	____
11. Do you know what is the best time of the day for you to study?	____	____
12. Do you prepare a weekly schedule to help you become efficient?	____	____
13. To save time in doing assignments, do you question the instructor in class if you aren't sure of how to do the work?	____	____

	YES	NO
14. Do you take time to write down all your assignments?	____	____
15. Do you review regularly even if there is no immediate test?	____	____
16. Do you always know the purpose of your assignment so that you are more interested and can work faster?	____	____
17. Do you set aside time for fun and recreation?	____	____
18. Do you anticipate crises or emergencies?	____	____
19. Do you manage to control the sources of distractions such as newspapers, TV, or friends who drop in to see you or call you on the phone?	____	____
20. Do you manage to start and finish projects?	____	____

IF YOU SCORED:

OVER 10 Yes's:	You are doing OK.
OVER 10 No's:	Give considerable thought to managing your time better.

TIME WASTERS, POSSIBLE CAUSE, POSSIBLE WAY TO PREVENT

	Possible Cause	Possible Way to Prevent
a. PROCRASTINATION	Failure to see the benefit	Recognize that planning takes time but saves time in the end
	Making work expand to fit the time available	Emphasize results, not activity
	Success without it	Recognize that success is often because of planning
b. PERSONAL DISORGANIZATION	Lack of confidence in the facts	Improve fact-finding and facts validating proceedures
	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives and negative consequences, make the decision, and implement it.
c. ATTEMPTING TOO MUCH AT ONCE	Impatience with detail	Take time to get it right;save the time of doing it over
	Responding to the urgent	Distinguish between the urgent and the important
	Lack of planning ahead	Take time to plan; it repays itself many times over
	Attempting too much in too little time	Attempt less
d. UNREALISTIC TIME ESTIMATES	Lack of planning	Apply the same solutions as for lack of planning
	Unrealistic time estimates	Allow more time; allow for interruptions

e. INABILITY TO CONCENTRATE	Knowledge explosion	Read selectively; learn speed reading
f. FAILURE TO SET PRIORITIES	Lack of priorities	Set and concentrate on goals
g. LEAVING TASKS UNFINISHED	Lack of goals and objectives	Write down goals and objectives
		Discuss priorities with parents, teachers, friends, counselors
h. LACK OF SELF-DISCIPLINE	Broad interests	Say no
	Confusion in priorities	Put first things first
	Failure to set priorities	Develop a personal philosophy of time, relate priorities to a schedule of events

TIME UTILIZATION PLAN

In considering a student's management of time, three concepts are of major importance. (1) You do have plenty of time for classes, study, work, and play if you use your time properly. (2) The emphasis should not be on how much time you allocate for study but on how much you you learn when you do. (3) Too much free time is bad medicine. The more time you have, the easier it is to waste it. Doing nothing soon becomes a habit you can't break, and getting back to your studying becomes more and more difficult

1. Your time is slipping away - control it today.
2. Start with the notebook habit.
3. Prepare a weekly study schedule.
4. Be realistic.
5. Make your study time suit the course. How much time you schedule for each course depends on four factors: (1) your ability, (2) the difficulty of your class, (3) the grade you hope to achieve, and (4) how well you use our study time. Regardless of the variables, you should spend at least one hour of study for each classroom hour.

6. Keep you schedule flexible.

7. Use the 15-20-30 formula. For students who work about 20 hours each week and take a full academic load, the formula means that you would be in classes approximately 15 hours, work 20 hours, and study a minimum of 30 hours each week.

8. Study first - fun later.

9. Study each class day.

10. Study Saturday - Free Sunday

11. Estimate time blocks realistically. (1) Overestimate at first. Decide how much time you think you'll need and then add more. (2) Different kinds of studying require varying amounts of time. For example, reading a textbook may take you longer than solving a set of math problems; preparing a ten-minute speech may require more time than doing library research. The time needed for such activities varies from one individual to another.

CASE APPLICATIONS

Laura, an attractive, energetic freshman, breezes through the college scene without a schedule of any kind. She lets college activities and her personal involvements bounce her around at will. She has no organization, no plan. Sure, she attends classes and sometimes hits the books, but only when the mood strikes her. She believes that students who prepare and follow written time and study schedules are overorganized.

Laura's time waster is lack of self-discipline.

Possible Cause is failure to see benefit; lack of goals and objectives.

Possible Way to Prevent: Recognize that planning takes time but saves time in the end. Recognize that success is often because of methods.

Steve feels that going to college is for weekdays only. Weekends are for living! He can squeeze in five days the time needed to keep up with his course work.

Steve's time waster is making unrealistic time estimates.

Possible Cause is lack of planning ahead.

Possible Way to Prevent is Take time to plan; it repays itself many times over. Distinguish between the important and urgent.

Leslie looks at college as if it is a 500-mile race. Leslie never seems to get around to shifting into a higher gear. Leslie feels that he will be able to pick up enough speed at the end of the semester. His last-minute burst of speed will be enough!

Leslie's time waster is procrastination.

Possible Cause is lack of rational decision-making process.

Possible Way to Prevent is get facts, set goals; investigate alternatives and negative consequences, make the decision, and implement it!

GROUP EXERCISE

One of the major reasons you may not use your time efficiently is that you do not set priorities for each task to be performed - that is, decide what's really important, focus on those things and ignore the others. The exercises below will give you some practice in setting priorities.

DIRECTIONS: This is your "To Do" list for today. You have a busy day and will not be able to accomplish everything on your list. Consider each activity carefully and indicate how you feel about their importance by exaluating them in terms of the categories "Must Do Today," "Should Do Today," and "Nice To Do Today." Place a checkmark in the appropriate column.

ACTIVITY	Must Do Today	Should Do Today	Nice To Do Today
1. Start research for psychology term paper (due in 1 month)			
2. Study for Microbiology exam (in 4 days)			
3. Go to doctor at 4 p.m. for scheduled checkup			
4. See Professor Smith to discuss midterm grade			
5. Prepare and run program for computer class (due in 1 week)			
6. Write thank you note to Aunt for birthday gift			
7. Go to bank to deposit paycheck			
8. Organize desk			
9. Buy wedding gift for cousin			
10. Do math homework - due tomorrow			
11. Read case study assigned for DSD01 in class tomorrow			
12. Organize/review lecture notes from computer class			
13. Jog			

GROUP DISCUSSION

1. Bill finds himself spending more and more time hanging around campus talking with his friends instead of preparing for his classes. Sometimes he becomes so involved that he misses a lecture. Yesterday he was even late for his job. He admits that he can't control his time - it is becoming increasingly difficult to get in the mood to study.

    (a) What might be Billy's time waster?

    (b) What might be the possible cause of Bill's time waster?

    (c) Suggest a possible Way to Prevent time wasting.

2. Maxine, a freshman, is taking a heavy courseload. Although her high school grades were excellent, she feels under pressure to get even better grades in college because her parents are paying for her tuition. So far she is having difficulty organizing her study time. She was just offered a job for Friday nights and all day on Saturdays. The pay is good and she would enjoy the work.

    (a) What might be Maxine's time waster?

    (b) What might be the possible cause of Maxine's time waster?

    (c) Suggest a possible Way to Prevent time wasting.

3. Jim feels a weekly schedule would frustrate him more than help him. First of all, he has an "on-call" job so he never knows when he will work. Second, because he wants to be a writer, he concentrates only on his English 11 assignments, themes and written projects. Rather than bother with a complicated written schedule, he is trying to discipline himself to study three hours every day on a catch-as-catch-can basis.

    (a) What might be Jim's time waster?

    (b) What might be the possible cause of Jim's time waster?

    (c) Suggest a possible Way to Prevent time wasting.

4. Tracy is a full-time student, works 20 hours a week, maintains a C+ average, and squeezes out some free time to make life enjoyable and worthwhile. Tracy says she follows her own impulses. She can have the satisfaction of academic achievement as well as enjoyable, unpressured free time.

   (a) What might be Tracy's time waster?

   (b) What might be the possible cause of Tracy's time waster?

   (c) Suggest a possible Way to Prevent time wasting.

5. Greg, who hopes to teach music in high school after graduation, is deeply involved in music. He is president of the Music Majors Association at BCC and plays in a jazz group three or four nights a week. All this activity takes about 35 hours per week. He pulled a B average last semester carrying 16 credits, 12 of which were in music.

   (a) What might be Greg's time waster?

   (b) What might be the possible cause of Greg's time waster?

   (c) Suggest a possible Way to Prevent time wasting.

****

SUCCESS PORTFOLIO: Do Success Contract II on time management. You will experience "success" by controlling and managing time.

For this Fall 1990 semester, instead of Success Contract II, read sections 16 - 36 in the Student Handbook. Turn the headings into questions; answer the questions in preparation for midterms.

ASSIGNMENT: Read Chapter III - FEELING DOWN, pp.27-32: The Many Faces of Depression; The Case of Marcia; and A Plan to Cope with Depression.

Fill out ASSESSMENT OF DEPRESSION, pp.25-26 in preparation for Success Contract III: Depression.

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Chapter THREE

FEELING DOWN

While everyone feels sad or disappointed from time to time, in depression the causes of bad feelings may be unknown. You may not understand why you feel depressed. Your feelings may arise without explanation. It is one reason why students fail in their schoolwork without knowing why. To have an even chance at succeeding in your schoolwork, you must be able to tell when you are depressed.

If one or many of the following symptoms recur, last, or worsen, you may be experiencing a significant depression:

- Feelings of sadness, inadequacy, disappointment about the past, pessimism about the future.
- Inability to enjoy yourself or your usual pleasures.
- Persistent feelings of anger, or of wanting to start fights.
- Feeling that you are worthless and behaving as though to prove it--by doing things that are self-destructive, disturbing, offensive, or illegal
- Not taking care of yourself (eating poorly and overlooking grooming)
- Feeling tired all the time, without being sick
- Dreading mornings, dreading decisions, crying without knowing why

If you are depressed for a specific reason, your feelings may change as time passes and your circumstances change. You can help them change by moving on to new opportunities. Try to share your feelings with people you trust, and who care about you -- like parents, other relatives, or close friends. Try to move toward people, not away from them, and to concentrate on what you do well. Even though it may be tempting to withdraw from activities when you're feeling low, try to keep up your participation.

If depression recurs or seems to last and last, if it interferes with your work or enjoyment of life, if you have persistent feelings of hopelessness and self-hate and feel generally "stuck," or if you feel as if you'll never be out from under the pain, you need to see a professional "listener"--a counselor, social worker, or psychologist--who can help you get on top of your feelings again.

ASSESSMENT OF DEPRESSION

If the statement describes your attitude for the past week, including today, write down TRUE next to it. If the statement is false for you, write FALSE next to it. You may simply write T for TRUE and F for FALSE. Please be sure to react to each statement.

___ 1. I look forward to the future with hope and enthusiasm.

___ 2. I might as well give up because there's nothing I can do about making things better for myself.

___ 3. When things are going badly, I am helped by knowing that they can't stay that way forever.

___ 4. I can't imagine what my life would be like in ten years.

___ 5. I have enough time to accomplish the things I most want to do.

___ 6. In the future I expect to succeed in what concerns me most.

___ 7. My future seems dark to me.

___ 8. I happen to be particularly lucky and I expect to get more of the good things in life than the average person.

___ 9. I just don't get the breaks, and there's no reason to believe that I will in the future.

___10. My past experiences have prepared me well for my future.

___11. All I can see ahead of me is unpleasantness rather than pleasantness.

___12. I don't expect to get what I really want.

___13. When I look ahead to the future I expect I will be happier than I am now.

___14. Things just won't work out the way I want them to.

___15. I have great faith in the future.

___16. I never get what I want to so it's foolish to want anything.

___17. It is very unlikely that I will get any real satisfaction in the future.

___18. The future seems vague and uncertain to me.

___19. I can look forward to more good times than bad times.

___20. There's no use in really trying to get something I want because I probably won't get it.

Scoring Information: For matching answers score 1 point:

(1) F
(2) T
(3) F
(4) T
(5) F
(6) F
(7) T
(8) F
(9) T
(10) F
(11) T
(12) T
(13) F
(14) T
(15) F
(16) T
(17) T
(18) T
(19) F
(20) T

0 - 3	None or minimal depression
4 - 8	Mild depression
9 - 14	Moderate depression
15+	Severe depression

Source: Aaron T. Beck. Depression. Philadelphia: University of Pennsylvania Press, 1967.

THE MANY FACES OF DEPRESSION

Degree of Physical Manifestation

Symptom	Mild	Moderate	Severe
Loss of appetite	Loss of enjoyment of food	Loss of desire to eat	Pt. needs to be forced to eat
Sleep disturbance	Pt. awakens 1/2 hr. earlier than usual	Awakens 1-2 hrs. earlier	Pt. can only get 4-5 hrs. sleep w/out medication
Loss of libido	Loss of spontaneous sexual desire	Pronounced reduction	No responsivity to sexual stimulation
Fatigability	Pt. tires more easily than usual	Tiredness upon awakening	Pt. is "too tired to do anything"

Degree of Motivational Manifestations

Symptom	Mild	Moderate	Severe
Paralysis of the will	Loss of spontaneous desire to engage in some activities	Loss of desire spreads to include more activities	No desire to do anything
Avoidance wishes	Inclination to avoid dull or taxing activities	Inclination is stronger	Seclusiveness or withdrawal from others
Suicidal wishes	Occasional; passive in quality	More frequent and compelling	Intense, yet follow-through unlikely
Increased dependency	Pt. expresses desire to be helped	Increased requests for assistance	Extremely dependent; Pt. can do nothing for himself

Degree of Cognitive Manifestation

Symptom	Mild	Moderate	Severe
Low self-evaluation	Pt. regards errors as indicative of his inadequacy	Interprets neut. events as indicative of his inadequacy	Self-attributions of worthlessness; ineptnes
Negative expectations	Predilection toward neg. expectancies	Predilection is stronger	Insistence that the future is hopeless
Self-blame/ criticism	Self-blame as a result of failure to meet goals	Self-rebuke is harsher	Acceptance of blame for all misfortune in the world
Indecisiveness	Some obstructions in decision-making process	Difficulty spreads to almost all decisions	Pt. believes himself incapable of making any decision at all
Distortion of Body Image	Overconcern for physical appearance	Attributions of ugliness	Attributions of physical deterioration

Degree of Emotional Manifestation

Symptom	Mild	Moderate	Severe
Dejected Mood	Pt. reports feeling "blue	Dysphoria is more pronounced	Pt. reports feelings of misery, worthlessness
Neg. feelings toward self	Disappointment in self	Stronger self-rejection	Self-hatred
Reduction in gratification	Some activities yield reduced gratification	Most activities yield reduced gratification	Aversion to forerly satisfying activities
Loss of emotional attachments	Some loss of other-orientedness	Indifference toward others	Apathy or aversion toward others
Crying spells	Increased tendency to cry	Any unpleasant situation elicits tears	Inability to cry
Loss of mirth	Failure to find jokes funny	Progressive loss of humor	No response to humor

THE CASE OF MARCIA

Marcia is a 25 year-old student in Medical Lab Technology who was brought to the emergency ward by her classmates, who found her sitting in her car with the motor running and the garage door closed. Marcia had entered psychotherapy two years previously, complaining of long-standing unhappiness, feelings of inadequacy, low self-esteem, chronic tiredness, and a generally pessimistic outlook on life. While in treatment, as before, periods of well-being were limited to a few weeks at a time. During the two months before her emergency-ward visit she became increasingly depressed, developed difficulty falling asleep and trouble concentrating, and had lost ten pounds. The onset of these symptoms coincided with rebuff she received from a chemistry lab instructor to whom she had become attracted.

Physical symptoms: trouble sleeping and concentrating; chronic tiredness.

Motivational symptoms: suicide attempt.

Thought-pattern symptoms: long-standing unhappiness; low self-esteem feelings of inadequacy; pessimistic outlook on life.

Emotional symptoms: dejected mood; negative feelings toward self.

A PLAN FOR COPING WITH DEPRESSION

1. I will impose order in my life where I can:

....

....

[e.g. Try to be on time for appointments, to answer your mail and balance your checkbook, to have food in the kitchen, to eat regular meals, to be in bed at a reasonable hour whether or not you think you can sleep.]

2. I will look after my appearance:

....

....

[e.g. Keeping yourself clean, dressing presentably, even keeping your room neat. The effort to look good will help you feel there's something to look good for.]

3. I will not let myself give up a project while I am depressed:

....

....

[Right now your perceptions are gloomy; it seems easier to drop out of school or to quit trying to write your term paper. But force yourself to keep at it.]

4. I will not suppress strong emotions, especially anger:

....

....

[e.g. You spend hours shopping and cooking dinner for your friend, who cancels at the last minute; tell her that you're annoyed. Don't say, "Oh, it was no trouble." It was trouble.]

5. I will study and learn something new each day:

....

....

[Learning gives you the sense that the future has new things to offer, that the best of your life isn't over.]

6. I will meet all the challenges I possibly can:

....

....

[And decide for yourself - honestly - what you can and can't do. Even if others will excuse you, don't excuse yourself from challenges you can meet, or meet with effort.]

7. If I ever like animals, I will get a pet and take good care of it:
....
....

[Caring for a dog or cat has given millions of people something definite to live for.]

8. I will not compare my life with other people's:
....
....

[What matters is how you feel, not whether someone else might have more advantages. Starting to make comparisons usually signals that depression is on the way.]

9. I will find as many ambitions for myself as I can:
....
....

[If you even get flickers of desire to do something - to get a part-time job or join a choir or take a trip to the Bronx Zoo - mention these desire to someone. And start thinking about them and working toward them. Commit yourself to wanting something.]

10. I will take note of good moments in my life, especially the ones that come at unexpected times:
....
....

[e.g. You just met an old friend by chance and spent a wonderful ten minutes with him. Why did you enjoy seeing him? Can you see him again? Arrange your life to give maximum exposure to every pleasure you can think of.]

11. I will do something I've never done before:
....
....

[e.g. Force yourself to talk to people you have never spoken to before.]

12. I will spend time with people who are energetic and hopeful:
....
....

[Don't make the usual mistake in depression of hiding in the company of others who feel as you do. It won't be easy at first. If you're depressed you may find such people irksome, even noisy. They are talking about the future, seeing the good in people as well as the bad. They make a demand for originality by the very variety of their interests. Conversations with them are more challenging.

No matter that their very energy may seem a rebuke to you. Spend time with them anyhow, if they'll have you. You'll see your own harmful choices, and their promises, more sharply by contrast than alone.]

13. I will snatch at all the fleeting moments of intensity as if they were life rafts going by:

....

....

[Avoid what is repetitive and automatic as much as you can. Look for experiences and activities to which you can bring a feeling of freshness and emotionality. Stop telling the same jokes or stories over and over again. Gamble instead on having nothing to say and feeling anxious. At least you can grow something valuable out of this kind of soil. The other is worthless.]

GROUP EXERCISE

Looking for Mr./Ms Depressed

On the following pages you will find a series of descriptions of everyday events. After each situation are alternative ways that people might think about it, marked A, B, C. Choose the alternative that best describes how a depressed person would think about the situation. Put a circle around the letter next to it. Of the three alternatives, choose one that best describes a "normal" reaction to the situation and write it down in the space provided below "C."

(1) You are about to go into hospital for an operation on your back which has been giving you pain.

A. It may not work.
B. It should work, but there may still be some pain.
C. I don't think there's much chance of it working.

Normal reaction...

(2) You will be starting a new job which involves work you've always wanted to do.

A. I will probably annoy people when I can't do it right straight away.
B. It may take a little while to settle in, but it will be OK.
C. I doubt that I will be able to do the work.

Normal reaction...

(3) You invite some new friends round to your home for a meal.

A. They probably won't enjoy it.
B. It may turn out well.
C. It will be nice to get to know them better.

Normal reaction...

(4) You meet friends whom you haven't seen for a long time.

A. I wonder if they still like me.
B. It's good to see old friends.
C. They won't like me anymore.

Normal reaction...

(5) You manage to deal with a difficult problem at work.

A. I am a capable person.
B. I wonder how I managed it.
C. I have some abilities.

Normal reaction...

(6) This summer you will have saved enough money for your dream holiday.

A. It should be good fun.
B. I don't think it's going to be enjoyable.
C. It may be a disappointment.

Normal reaction...

(7) A close friend has an argument with you.

A. This is a major blow to our friendship.
B. Our friendship will suffer a bit temporarily.
C. It won't make any difference to our friendship.

Normal reaction...

(8) You go out with some new people and you have a marvelous time.

A. I did not contribute much.
B. It was all because of them.
C. I might have contributed something.

Normal reaction...

(9) You will have to meet some relatives whom you don't get on with.

A. This is going to be absolutely awful.
B. It shouldn't be too bad.
C. We shall probably get on better this time.

Normal reaction...

(10) A surprise party is arranged by friends for your birthday.

A. They meant well, but I have reservations.
B. This is a wonderful idea.
C. This is more trouble than it's worth.

Normal reaction...

GROUP DISCUSSION

1. FRANK, 23 years old freshman was admitted to the hospital. He has been living at home, spending much time by himself, holding various jobs, and unable to pursue any long-term goals.

   He had little appetite, and had lost 20 pounds in weight over the last couple of months. Frank reported a profound loss of energy and said nothing except for a few words. He complains about feelings of worthlessness, self-reproach, guilt.

   Physical symptoms of DEPRESSION:

   Motivational symptoms of DEPRESSION:

   Thought-patterns symptoms of DEPRESSION:

   Emotional symptoms of DEPRESSION:

2. JOHN, 22 years old came to the emergency room after having cut his left wrist, superficially. He did this following an argument with his parents about his girl friend. He went into the bathroom and came out showing them the wound saying "See what you made me do!"

   Over the past four months he has had serious problems with his current girl friend, who is urging him to move out of his parents' home and live with her. He has had problems sleeping and is worrying about his future at college and his relationship with his girl friend. He has been losing weight because he is worrying so much, and feels "down in the dumps" because no one really cares about him or understands him. He thinks he is becoming a failure at school and in his relationships. His schoolwork suffered because he cannot concentrate and no longer enjoys it as much as he used to.

   Physical symptoms of DEPRESSION:

   Motivational symptoms of DEPRESSION:

   Thought-pattern symptoms of DEPRESSION:

   Emotional symptoms of DEPRESSION:

3. HANK is a second year student in college. He saw a doctor because of loss of appetite and a 50 pounds weight loss over the preceding 6 months. His loss of appetite has been accompanied by a burning pain in his chest, back and abdomen, which he has become convinced indicates a fatal abdominal cancer. He is withdrawn and isolated, unable to work, disinterested in friends and family, and unresponsive to their attempts to make him feel better.

Hank wakes at 4:00 am and is unable to fall back asleep. He claims to feel worst in the mornings and to improve slightly as the day wears on. He says that he would be better off dead and that he welcomes his death from cancer. Lab tests are within normal limits.

Physical symptoms of DEPRESSION:

Motivational symptoms of DEPRESSION:

Thought-pattern symptoms of DEPRESSION:

Emotional symptoms of DEPRESSION:

4. SANDY just graduated from High School and plans to attend college. Sandy was brought to the emergency room after her mother found her in the bathroom pressing a knife to her stomach. Examination revealed no more than a minor scratch. Upon questioning, Sandy told the psychiatric resident that she wanted to die because she didn't want to continue to live the way she did. When specifically questioned, she reported that she was feeling bad, and angry most of the time, that she wasn't having any fun anymore, and that she felt very tired all the time. Sandy also reported that she had heard a single voice talking to her, telling her to kill herself with a knife to her belly. She identified the voice as that of her grandfather, who had died four years previously from a stroke.

Four months ago, Sandy began to steal from her mother. During the last two months, Sandy resisted going to school. Sandy also reported that she had been worried with the separation of her parents two years earlier. Her High School teacher reported that Sandy's attention span was rapidly decreasing and that she had withdrawn from classmates and appeared sluggish.

Physical symptoms of DEPRESSION:

Motivational symptoms of DEPRESSION:

Thought-pattern symptoms of DEPRESSION:

Emotional symptoms of DEPRESSION:

****

SUCCESS PORTFOLIO: Do Success Contract III on how to cope with depression or with feeling down on yourself. You will get out of this feeling of being depressed once you experience success in doing the tasks you have set out to do in this contract.

For this Fall 1990 semester, instead of Success Contract III, generate a grade report including courses, grades, , GPAs on the S-line, C-line and X-line [see STUDENT HANDBOOK, pp. 13-14.].

ASSIGNMENT: Read Chapter IV - BEING ASSERTIVE - pp.41-47: Assertiveness Fact Sheet; Assertiveness With Style; and, The Case of Susan.

Fill out the ASSERTIVENESS INVENTORY, pp.39-40 in preparation for Success Contract IV: Assertiveness.

****

CHAPTER FOUR

ON BEING ASSERTIVE

Fewer and fewer students passively accept the system, the limitations of their professors and obnoxious behavior of classmates without speaking up. However, to succeed in making the system work for you, and getting the most from the college, the professors and your classmates, you must learn how to speak up in an assertive way.

Assertive individuals communicate their feelings and opinions to others, give honest feedback, speak clearly, establish appropriate eye contact, and use facial and body expressions consistent with the verbal message. They do not look continuously into another person's eyes, nor do they stare at the floor or walls. Assertive individuals do no speak badly of themselves, nor do they put another person down in order to express themselves After acting assertively, these individuals tell themselves, "I'm glad I said what I did. I feel good about stating my preference/saying 'no'/accepting that compliment/voicing my opinion. . ."

Passive individuals frequently make excuses for themselves, apologize for what they are about to say, and blame themselves for rocking the boat. They may speak in barely audible voices, look down at the ground or around the room, keep their heads down, and be ineffective in using their bodies to communicate positive action.

Aggressive individuals often blame others, quickly take the offensive before anyone else has a chance to say anything, speak loudly; and use unnecessary violence--verbal and/or physical. These people may be overbearing or intimidating, and may wonder why people don't like them. The aggressive individual controls or attempts to manipulate other people in ways that border on twisting people's arms.

ASSERTIVENESS INVENTORY

The following questions will be helpful in assessing your assertivenss. Be honest in your responses and draw a circle around the number that describes you best.

0 means no or never
1 means somewhat or sometimes
2 means average
3 means usually or a good deal
4 means practically always or entirely

0 1 2 3 4 1. When you feel a person is being highly unfair to you, do you call it to his or her attention?
0 1 2 3 4 2. Do you find it difficult to make decisions?
0 1 2 3 4 3. Can you be openly critical of other's ideas, opinions, behaviors?
0 1 2 3 4 4. Do you speak out in protest when someone takes your place in line?
0 1 2 3 4 5. Do you often avoid people or situations for fear of embarrassment?
0 1 2 3 4 6. Do you usually have confidence in your own judgement?
0 1 2 3 4 7. Do you insist that your spouse or roommate take on a fair share of the household chores?
0 1 2 3 4 8. Are you prone to "fly off the handle?"
0 1 2 3 4 9. When a salesman makes an effort to sell you something, do you find it hard to say "No" even though the merchandise is not really what you want?
0 1 2 3 4 10. When a latecomer is waited on before you are, do you call attention to the situation?
0 1 2 3 4 11. Are you reluctant to speak up in a discussion or debate?
0 1 2 3 4 12. If a person has borrowed money, etc., and is overdue in returning it, do you mention it?
0 1 2 3 4 13. Do you continue to pursue an argument after the other person has had enough?
0 1 2 3 4 14. Do you generally express what you feel?
0 1 2 3 4 15. Are you disturbed if someone watches your work?
0 1 2 3 4 16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop?
0 1 2 3 4 17. Do you find it difficult to keep an eye contact when talking to another person?
0 1 2 3 4 18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation?
0 1 2 3 4 19. When you discover merchandise is faulty, do you return it?
0 1 2 3 4 20. Do you show anger by name-calling or obscenities?
0 1 2 3 4 21. Do you try to be a wallflower or a piece of furniture in social situations?

0 1 2 3 4 22. Do you insist that your landlord, mechanics, repairman, etc. make repairs, adjustments or replacements which are his responsibility?

0 1 2 3 4 23. Do you often step in and make decisions for others?

0 1 2 3 4 24. Are you able to openly express love and affection?

0 1 2 3 4 25. Are you able to ask your friends for small favors or help?

0 1 2 3 4 26. Do you think that you always have the right answer?

0 1 2 3 4 27. When you differ with a person you respect, are you able to speak up?

0 1 2 3 4 28. Are you able to refuse a request made by a friend if you do not wish to do what the person is asking?

0 1 2 3 4 29. Do you have difficulty complimenting or praising others?

0 1 2 3 4 30. If you are disturbed by someone smoking near you, can you say so?

0 1 2 3 4 31. Do you shout or use bullying tactics to get other people to do as you wish?

0 1 2 3 4 32. Do you finish other people's sentences for them?

0 1 2 3 4 33. Do you get into physical fights with others?

0 1 2 3 4 34. At meals, do you control and dominate the conversation?

0 1 2 3 4 35. When you meet a stranger, are you the first to introduce yourself?

0 1 2 3 4 36. Do you compliment or praise others when they do something you like?

0 1 2 3 4 37. Do you say "I am sorry" a good deal of the time when you do not mean it?

0 1 2 3 4 38. Can you tell someone directly that you do not like what he/she is doing?

0 1 2 3 4 39. Do you usually try to avoid "bossy" people?

0 1 2 3 4 40. Do you usually keep your opinions to yourself?

0 1 2 3 4 41. When you receive a compliment do you tend to discount it in your mind?

0 1 2 3 4 42. If a person is criticizing you unjustly, can you defend yourself verbally rather than hitting the person or walking away angry or upset?

0 1 2 3 4 43. Can you tell things about yourself that you like in front of others?

ASSERTIVE BEHAVIOR: 1,3,6,7,10,12,14,16,18,19,22,24,25,27,28,30,35,36,38,42,43.

AGGRESSIVE BEHAVIOR: 4,8,13,20,23,26,31,32,33,34.

PASSIVE BEHAVIOR: 2,5,9,11,15,17,21,29,37,39,40,41.

Source: Galassik J.P.; Delo,J.S.; Galassi, M.N., & Bastien, S. (1974). The College Expression Scale: A Measure of Assertiveness. *Behavior Therapy*, 5, 165-171.

ASSERTIVENESS FACT SHEET

Below is a brief definition of each behavior type, followed by a chart describing the ways you may respond in different situations.

Assertive behavior -- Standing up for your legitimate rights while respecting the rights of others.

Passive behavior -- Allowing your rights to be violated by others.

Aggressive behavior -- Standing up for your rights by violating the rights of others.

	Ways You Respond		
	Passive	Assertive	Aggressive
How You Feel	Tense Nervous Apologetic	Assured Confident Fair	Hostile Angry Belligerent
What You Think (self statements)	Negative I’m not OK; you’re OK I don’t care about my needs	Positive I’m OK; you’re OK I care about your needs and mine	Negative I’m OK; you’re not OK I care about my needs only
How You Act	Flee Move Away Avoid Slouch	Approach Look at other person Good posture	Fight Move against Stare down Hands on hips
How You Treat Others	Lose-win Lacking in self-respect	Win-win Mutual respect	Win-lose Lacking in respect for others
How Others Treat You	My rights don’t count; yours do	My rights and your rights count	My rights count; yours don’t
What You Say	Give in Go away Don’t say much	What we need How we feel What we’re going to do	I want my my needs met and I don’t necessarily care about yours

ASSERTIVENESS WITH STYLE

Assertive Body Language

Practice with the mirror will be very important as you follow these five basic rules:

1. Maintain direct eye contact.
2. Maintain an erect body posture.
3. Speak clearly, audibly and firmly.
4. Don't whine or have an apologetic tone to your voice.
5. Make use of gestures and facial expression for emphasis.

Ways to Encounter Blocking Gambits

The final step to becoming an assertive person is learning how to avoid manipulation. Inevitably, you will encounter blocking gambits from those who seek to ignore your assertive requests. The following techniques are proven ways of overcoming the standard blocking gambits:

Broken Record: Calmly repeating your point without getting sidetracked by irrelevant issues (Yes, but...Yes, I know, but my point is...I agree, but...Yes, but I was saying...Right, but I'm still not interested.)

Assertive Agreement: Responding to criticism by admitting an error when you have made a mistake, but separating that mistake from you as a bad person. (Yes, I did forget our lunch date. I'm usually more responsible.)

Assertive Inquiry: Prompting criticism in order to gather additional information for your side of the argument (I understand you don't like the way I acted at the meeting last night. What is it about it that bothered you? What is it about me that you feel is pushy? What is it about my speaking out that bothers you?)

Content-to-Process Shift: Shifting the focus of the discussion from the topic to an analysis of what is going on between the two of you. (We're getting off the point now. We've been derailed into talking about old issues. You appear angry at me.)

Clouding: Appearing to give ground without actually doing so. Agree with the person's argument, but don't agree to change. (You may be right, I probably could be more generous. Perhaps I shouldn't be so confrontational, but...)

Defusing: Ignoring the content of someone's anger, and putting off further discussion until he has calmed down. (I can see that you're very upset and angry right now, let's discuss it after this afternoon.)

Circuit Breaker: Responding to provocative criticism with one word, or very clipped statements. (Yes...no...perhaps.)

Assertive Irony: Responding to hostile criticism positively. (Answer "You're a real loudmouth" with "Thank you.")

Assertive Delay: Putting off a response to a challenging statement until you are calm, and able to deal with it appropriately. (Yes...very interesting point...I'll have to reserve judgement so that...I don't want to talk about that right now.)

It is helpful to prepare yourself against a number of typical blocking gambits that will be used to attack and derail your assertive requests. Some of the most troublesome blocking gambits include:

Laughing It Off: Your assertion is responded to with a joke. (Only three weeks late? I've got to work on being less punctual.) Use the Content to Process Shift (Humor is getting off the point.) And the Broken Record (Yes, but...).

Accusing Gambit: You are blamed for the problem. (You're always so late cooking dinner, I'm too tired to do the dishes afterward.) Use Clouding (That may be so, but you are still breaking your commitment.) Or simply disagree (8:00 is not too late for the dishes.)

The Beat-Up: Your assertion is responded to with a personal attack, such as, "Who are you to worry about being interrupted; you're the biggest loudmouth around here." The best strategies to use are Assertive Irony (Thank you) in conjunction with the Broken Record or Defusing (I can see you're angry right now, let's talk about it after the meeting.)

Delaying Gambit: You assertion is met with, "Not now, I'm too tired" or "Another time, maybe." Use the Broken Record or insist on setting a specific time when the problem can be discussed.

Why Gambit: Every assertive statement is blocked with a series of"why" questions, such as, "Why do you feel that way.. I still don't know why you don't want to go...Why did you change your mind?" The best response is to use the Content-to-Process Shift. (Why isn't the point. The issue is that I'm not willing to go tonight.) Or the Broken Record.

Self Pity Gambit: Your assertion is met with tears and the covert message that you are being sadistic. Try to keep going through your script using Assertive Agreement. (I know this is causing you pain, but I need to get this resolved.)

Quibbling: The other person wants to debate with you about the legitimacy of what you feel, or the magnitude of the problem, etc. Use the Content-to-Process Shift. (We're quibbling now, and have gotten off the main concern.) With the assertion of your right to feel the way you do.

Threats: You are threatened with statements like, "If you keep harping at me like this, you're going to need another boyfriend." Use the Circuit Breaker (Perhaps) and Assertive Inquiry (What is it about my requests that bother you?) As well as Content-to-Process Shift (This seems to be a threat) or defusing.

Denial: You are told, "I didn't do that" or "You've really misinterpreted me." Assert what you have observed and experienced, and use Clouding. (It may seem that way to you, but I've observed...).

THE CASE OF SUSAN

Being assertive with bosses, for example, often poses difficult dilemmas. If your supervisor is an assertive individual, he or she will probably give you ample and appropriate feedback on your behavior. If your supervisor is passive or aggressive, however, it might be more difficult for you to to assert yourself, and your decision to do so would required good judgement and tact. You must weigh the risks and consequences carefully, because your superior (boss, teacher, supervisor) could have you fired, demoted, transferred or given unpleasant assignments.

Consider the following case:

> Susan is the assistant director of a hospital social service department, a job she has held for six months. Her supervisor, Eleanor, has been director the department for several years. Susan is very upset about her job, especially her relationship with her supervisor, whom she claims "doesn't understand what I'm trying to do."
>
> Susan's main complaint is that Eleanor is critical of her decision, especially those requiring professional judgment. Susan does not respond rationally and professionally when Eleanor criticizes her. She stammers, looks at the floor, feels as though she wants to run away, and has difficulty answering even the simplest questions Eleanor asks her. Although Susan previously had confidence in her ability to handle this job, she does not think that she can continue in this position and is contemplating changing jobs.

Assessing Susan's Assertiveness

Situation: Eleanor calls me into her office to discuss an assignment that I have completed.

Target Behavior: I stammer, look at the floor, apologize, and wind up leaving without stating my feelings or defending my actions.

Positive and/or Negative Consequences: Positive - not apparent Negative - my work suffers because I can't concentrate on it after such a meeting. I become angry at myself, feel that I can't handle my job; I have an unproductive working relationship with Eleanor.

Establishing Susan's Goals

Responses to Increase: Stating my feelings and defending my professional judgment to Eleanor when she criticizes my job performance unfairly; speaking in a clear, firm voice with appropriate eye contact.

Responses to Decrease: Stammering, looking at the floor, apologizing for no reason; leaving Eleanor's office before stating my feelings.

Positive Consequences: My work should improve as I will be able to concentrate on it and devote my full energy to it; Eleanor and I will have a clearer understanding of our expectations for each other; our work relationship will be more productive.

Risks. Eleanor might become angry at me for stating my feelings; she might become more unreasonable in her expectations; she may fire me; she may try to put me down by telling me that I am incompetent in my job.

Planning and Implementing Change

1. Responses to measure objectively. (a) Number of times Eleanor calls me into her office to discuss a criticism of an assignment that I carried out; (b) how I often I state my feelings and defend my actions to Eleanor when criticizes me unfairly; (c) how often I stammer, apologize, or look at the floor instead of at Eleanor when I am in her office.

2. Responses to measure subjectively. How I feel about my interactions with Eleanor.

3. Data Recording Plan. I will record each incident in which Eleanor calls me into her office to criticize me unfairly. Immediately after the meeting, I will make notes on my performance.

Evaluating Susan's Progress

1. State the goals you have been working on: State my feelings and defending my professional judgment to Eleanor when she criticizes my job performance unfairly; speaking in a clear,firm voice with appropriate eye contact; decrease the number of times I leave Eleanor's office before stating my feelings.

2. Have I achieved my goals? ____ Yes ____ No
   - If not, which goals have not been achieved?
   - What is your plan for achieving these goals?

3. What criteria have you used to determine whether or not you have achieved your goals?

   (a) I now state my feelings and defend my judgment to Eleanor speaking in a clear, firm voice; (b) I no longer leave her office before stating my feelings; (c) I feel better about my job.

4. How do you rate your assertiveness in the target situation?

___ Very under-assertive. Always or almost always perform under-assertive responses; never or almost never perform assertive responses.
___ Under-assertive. Usually perform under-assertive responses; rarely perform assertive responses.
___ Assertive. Always or almost always perform assertive responses; never or almost never perform under-or over-assertive responses.
___ Over-assertive. Usually perform over-assertive responses; rarely perform assertive responses.
___ Very over-assertive. Always or almost always perform over-assertive responses; never or almost never perform assertive responses

5. How satisfied are you with your assertiveness in the target situation?

_____ Very dissatisfied
_____ Dissatisfied
_____ Neutral - neither satisfied nor dissatisfied
_____ Satisfied
_____ Very Satisfied

GROUP EXERCISE

Listed below are some typical situations and responses to them. Circle the word that best describes the type of communication exhibited

1. SITUATION: A friend asks to borrow your car.

   RESPONSE: "Are you crazy? I don't lend my care to anyone!"

   Aggressive Assertive Passive

2. SITUATION: You are assigned to a team science lab project, but you are doing all the planning, research, and writing by yourself.

   RESPONSE: We're supposed to be working as a team, but I see that I am doing all the work. I'd like to talk to you about changing this.

   Aggressive Assertive Passive

3. SITUATION: A good friend calls and ask you to go shopping.

   RESPONSE: Gee, Karen, I just know Mom won't let me. She says I've been running around too much lately. You know what an old biddy she is.

   Aggressive Assertive Passive

4. SITUATION: Your sister wants you to do the dishes for her -- again.

   RESPONSE: Well, I guess so, but I do have homework.

   Aggressive Assertive Passive

5. SITUATION: Your mother yells at you in front of your friends.

   RESPONSE: I really feel hurt when you criticize me in front of other people. I realize you have a right to be critical, but could you do it in private in the future?

   Aggressive Assertive Passive

6. SITUATION: You ask a friend to take you to the mall on Sunday, but your friend has other plans.

RESPONSE: You're never there when I need you! All you think about is yourself!

Aggressive Assertive Passive

7. SITUATION: Your brother or sister habitually leaves your shared bedroom in a mess.

RESPONSE: I really hate to ask, but if it's not too much trouble, do you think you could possibly help me clean up? I'll understand if you're too busy.

Aggressive Assertive Passive

8. SITUATION: Your brother has interrupted you three times while you are on the phone.

RESPONSE: I can't listen to you and talk on the phone at the same time. I'll be on the phone a few more minutes and then we'll talk.

Aggressive Assertive Passive

9. SITUATION: Your father asks if you have your homework done.

RESPONSE: Would you get off my back?

Aggressive Assertive Passive

10. SITUATION: Your boss has just asked you to work tomorrow to replace someone else. You have other plans.

RESPONSE: I'm sorry but I have plans for tomorrow. Maybe I can help you out some other time.

Aggressive Assertive Passive

GROUP DISCUSSION

For each of the following situations, give ASSERTIVE, PASSIVE, and AGGRESSIVE responses. Then indicate which response would be most typical for you and WHY.

SITUATION # 1:

Your friend, Ann, invites you and your cousin, Rita, to her birthday party. You and Rita decide to put your money together to purchase a gift. When you arrive at the party, Rita happens to be carrying the gift, she hands it to Ann. Later, when Ann opens the gift and sees the beautiful yellow blouse, she turns to Rita and says, "Oh, thank you, Rita; this is just what I wanted." Rita says nothing.

The responses I could give in this situation:

*Assertive:...
....

*Passive:...
....

*Aggressive:..
....

*The response most typical of me:...
....

*Why, this typical response:..
....

SITUATION # 2:

You and your two sisters, ages 11 and 12, are expected to assist with household chores. Washing dishes is supposed to be shared so that each of you has two nights a week; your mother washes them on Sunday. It is not working out because your two sisters fool around until it is close to their bedtime. Then they have to hurry and finish their homework so that they can get to bed. You end up washing dishes for or five times a week because you are the oldest and you are allowed to stay up until eleven o'clock. When you complain to your mother, she responds, "Oh, give them a break; they are still babies and need their rest."

The responses I could give to this situation:

*Assertive:...
....

*Passive:...
....

*Aggressive:..
....

*The response most typical for me:................................
....

*Why, this typical response:......................................
....

SITUATION # 3:

Since elementary school you have been looking forward to going to college to study to become an engineer You have taken a science class and have completed Algebra You enjoyed the classes and made B's in all of them. Next semester is the beginning of your sophomore year. You need to decide which classes you should take so that you'll be able to apply for college when the time comes. You go in to get help from your counselor, who is surprised when you explain what your plans are. In fact, the counselor laughs and then asks, "Why do you want to take all that hard stuff? Why don't you take it easy on yourself and take art and typing?

The response I could give in this situation:

*Assertive:...
....

*Passive:...
....

*Aggressive:..
....

*The response most typical for me:................................
....

*Why, this typical response:......................................
....

SITUATION # 4:

You and your friends are sitting in the park on Sunday afternoon talking and eating a picnic lunch. After talking about clothes, school, and the latest gossip, you get around to boyfriends and sex. Different girls tell a few jokes about personal escapades and exciting times; then somebody starts talking about "going all the way" According to what is said, everybody has had some experience except you. Suddenly, all eyes are on you, and they begin to tease you about being a square, suggesting that you have to prove your love to hold a boyfriend. In fact, one of the girls admits proudly, "If you don't dive in pretty soon, you're going to lose your boyfriend. He has his eyes on me and I'm going to take him up on it."

*The responses I could give in this situation:

Assertive:..
....

*Passive..
....

*Aggressive:...
....

*The response most typical for me:....................................
....

*Why, this typical response:...
....

SITUATION # 5:

You and Tyrone, a popular basketball player, met during the summer and have been dating each other ever since. You like him a lot, despite his violent temper. Twice he slapped you, both times he apologized and asked you to forgive him. You accepted his apologies and made him promise not to be so mean to you. You and Tyrone are together at the homecoming dance. He leaves you sitting alone while he goes to get punch and sandwiches for both of you. When he returns, you are chatting with Ricky, another basketball player. Immediately, Tyrone tosses the food and drinks on the floor and snatches you out of the chair. Then he starts shaking you and says angrily, "I'm gone two minutes and already you're flirting with some other guy. If I catch you talking to anybody else, I'm going to slap your face.

*The responses I could give in this situation:

*Assertive:...
....

*Passive:...
....

*Aggressive:...
....

*The response most typical for me:..................................
....

*Why, this typical response:...
....

****

SUCCESS PORTFOLIO: Do Success Contract IV on targeting a behavior and a situation where you plan to be more assertive.
Allow yourself to experience success by becoming more assertive in a situation where you were passive in the past.

For this Fall 1990 semester, instead of Success Contract IV, compare your GPAs on the chart and see if you are on academic probation by reason of your GPA (Grade Point Average) or by reason of ROP (Rate of Progress)[STUDENT HANDBOOK, pp. 12 -13].

ASSIGNMENT: Read Chapter V - PROBLEM-SOLVING - pp.56-61: The Five Techniques of Problem-Solving; and, Problem-Solving Worksheet.

Fill out PROBLEM SOLVING INVENTORY p. 55 in preparation for Success Contract V: Problem-Solving.

****

CHAPTER FIVE

PROBLEM-SOLVING

It's easy to get in a rut. Everybody does it at one time or another. For example, you probably get out of bed on the same side every morning. You may take the same route to school each day. And you probably eat at just about the same time every evening.

Most people develop such habits unconsciously, never really realizing just exactly what they are doing. Habits are almost always based on past experiences. If you do something a certain way, and find that it works, you will have a tendency to do it the same way the next time, and the next, and the next--before you know it, you're in a rut.

There's nothing necessarily wrong with habits (except that they are boring). They make things easier. Once you have established a pattern, it is quicker and often more efficient to do something the same way every time you do it. It requires less energy and less thought--you function automatically.

But sometimes habits and patterns can get in the way of succeeding in your college work. This is particularly true in the area of problem solving. People develop habits in relation to the way they solve problems just as they might develop the habit of smoking or biting their fingernails. Such habits can get in the way of dealing with a problem. The problem solving techniques listed in this chapter might help, should you ever feel at a loss for finding a solution.

The key point to remember: Just because something has always worked for you in the past doesn't mean that it will work tomorrow. Be prepared to change and adapt.

PROBLEM SOLVING INVENTORY

Read and check your response for each of the following items. Total your score for each of the item.

1 Seldom
2 Occasionally
3 Sometimes
4 Frequently
5 Always

1. When a solution to a problem was unsuccessful, I examine why it didn't work. 1 2 3 4 5
2. When I am confronted with a complex problem, I collect information so I can define exactly what the problem is. 1 2 3 4 5
3. After I have solved a problem, I analyze what went right or what went wrong. 1 2 3 4 5
4. When I have a problem, I think up as many possible ways to handle it as I can. 1 2 3 4 5
5. When deciding on an idea or possible solution to a problem, I take time to consider the chances of each alternative being successful. 1 2 3 4 5
6. When confronted with a problem, I stop and and talk about it before deciding on a next step. 1 2 3 4 5
7. When I try to think up possible solutions to a problem, I come up with very many alternatives. 1 2 3 4 5
8. When I am confronted with a problem, one of the first things I do is survey the situation and consider all the relevant pieces of information. 1 2 3 4 5
9. When I become aware of a problem, one of the first things I do is try to find out exactly what the problem is. 1 2 3 4 5
10. I have a systematic method for comparing alternatives and making decisions. 1 2 3 4 5

IF YOU SCORED:
35-50: You have good problem-solving ability.
25-35: There is need for improvement.
10-25: You need to develop problem-solving skills.

FIVE TECHNIQUES OF PROBLEM-SOLVING

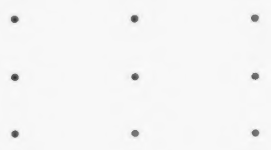
1. Self-Imposed Constraints
2. Generating Alternatives
3. Process of Elimination
4. Where Do You Start? (Choosing an Entry Point)
5. Breaking a Problem Apart

1. Self-Imposed Constraints

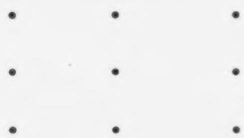
Probably the worst thing about habits in relation to problem solving is that they limit you. Sometimes a problem will seem difficult to solve if you approach it the way you have always approached similar problems - and that approach doesn't work. You may feel frustrated and disappointed and may even give up trying to solve the problem. When you limit yourself to only what you have known or done in the past, you may miss the solution altogether, or at the very least, by-pass a simpler one.

For example, suppose you decide you want to buy a car and raising money is a problem. In the past, when you have needed money, you've gone to your dad and asked for it. And pop has always come through. So you go to your dad and ask for a thousand bucks to get a used car, and he says no, he can't afford it, and you're not responsible enough anyway. You come away feeling depressed, and maybe even mad at your dad. If you now feel this problem is impossible to solve, it's only because you are applying limits to yourself that don't really exist. (Your dad isn't the only source of money in the world.) Get it?

1. Try and solve the following simple problem: Link the nine dots shown below using only four straight lines, without lifting your pencil from the paper.



If you are having trouble with this puzzle, it is probably because you are making an assumption that isn't necessarily true: that the four lines must start and end with a dot and must be contained within the imaginary boundaries made by the nine dots. Try it again, without that assumption.



2. Generating Alternatives

"Generating alternatives" is one way to get around self-imposed constraints. This is a natural approach to solving problems that most of us use. When confronted with a difficult situation, we immediately start thinking about how to solve it, just as the student who wanted money for his car thought about asking his dad. The trouble with the way most of us use this technique, however, is that we stop considering alternatives as soon as we find one that works. Unfortunately, this is not necessarily the only or the best solution.

Sometimes it is good to go beyond just one solution...to not stop looking for alternatives even if you have found one that works. If you keep generating alternatives, you may come up with one that works better, faster, or cheaper. The way this technique works is simple. You promise yourself that when confronted with a problem you will think up at least "x" number of ways to solve it, before you make your decision. Don't just stop after the first time.

For example, if the student who wanted the car made himself think of five alternative solutions, he might come up with:

(1) get a job;
(2) wait to inherit the money from one of his rich relatives;
(3) ask his mother;
(4) borrow the money from a bank;
(5) or ask for donations from friends.

This gives him a far wider range of alternatives, and a better chance of solving the problem.

3. Process of Elimination

This is another problem solving technique with which most of us are familiar. It is most effective when used along with the technique of generating alternatives. Once you have identified all (or most) of the possible solutions to a given problem you must get rid of those solutions which are least satisfactory. This, simply stated, is the process of elimination.

In our example of the student who wants the car, after he has invented several different alternatives, he is confronted with the task of choosing between them.

He has to decide: should he ask his mom? or get the job? or borrow the money from a bank? This process, however, is sometimes more difficult than it sounds, particularly if a group is attempting to do it. Such an elimination of alternatives always involves values -- you eliminate possibilities on the basis of some criteria. Which solution is the fastest? Which is the cheapest? Which is morally right? Which might prevent future problems from developing?

Sometimes, when a person or group has trouble choosing between alternatives, it is because they have not thought out, or agreed upon, their criteria. If you are ever trying to eliminate solutions and having difficulty, make sure that you have specific, agreed-upon criteria.

And other times, it is difficult to choose between alternatives simply because you don't have enough information. Sometimes you have to go out and collect more data before you make a decision. For example, if you were getting the car, you might want to make sure you could get a loan from a bank or find out what interest you would be charged on a loan before you seriously considered that alternative.

4. Where Do You Start?
(Choosing an Entry Point)

The "entry point" refers to that part of a problem or situation that you deal with first. The entry point to any given problem is very important because often the final step you take in trying to solve a problem may determine whether or not you will be successful. The sequence in which ideas follow one another can completely determine the final outcome, even if the ideas themselves are the same.

Take another look at the car problem. Suppose you've decided you'll find a job and earn the money for the car by working. But you'd like to have the car now, do you decide to ask your dad for a loan that you will promise to pay back a little at a time. Consider in the following the different choices of entry points:

Choice 1	Choice 2
a) Ask dad for a loan	a) Find a job
b) Buy the car	b) Ask dad for a loan
c) Find a job	c) Buy the car
d) Earn the money to pay back dad	d) Earn the money to pay dad back.

Can you see how the choice of entry points in this example might determine whether or not the student's problem is solved?

5. Breaking A Problem Apart

Sometimes a problem is difficult to solve simply because of its size. It seems so massive that it is difficult for you to convince yourself that you can tackle something that great so you give up before you ever start. And sometimes the size of a problem conceals its nature and makes it difficult to see what could be a simple solution. When you are confronted with a problem that seems impossible to solve because of its size, "breaking the problem apart" can be a useful technique.

One part of this technique is to simply consider a problem as a combination of several smaller problems and then concentrate on solving each smaller problem one at a time until the larger problem takes care of itself. An alternative form of this technique is to start over with the original problem and try to divide it up into smaller parts in a totally new way. You can create new patterns or put the pieces back together in a different way -- sometimes this will help you see the problem in a new way and a solution automatically comes to mind.

The class project is "Racial Harmony in the Classroom." Should you decide to have a class debate on racial harmony, how would you go about breaking the class project into parts? Should you decide to have a seminar on racial harmony with a guest speaker, or a panel of experts, how would you go about breaking the class project into parts?

PROBLEM-SOLVING WORKSHEET

1. I want to solve the following problem: ______________________________

____

2. What could keep me from solving this problem?

______ I don't really have the skills, ability, and/or knowledge needed.
______ I don't want it badly enough to really work for it.
______ I'm afraid that I might fail.
______ I'm afraid of what others might think.
______ Others don't want me to solve this problem.
______ The problem is really too difficult to ever solve.
Some other reasons might be: ______________________________

3. What are some things I could do so the above things don't prevent me from solving the problem?

4. Who can help me?

Name	Kind of Help
....	....
....	....
....	....
....	....
....	....

5. How many solutions can there be for this problem:

....	....
....	....
....	....
....	....
....	....

6. Which three (3) of the solutions above far are the better ones?

....
....
....

7. Where do I start? Which of the three (3) solutions above will lead me to solving the problem in the most effective and less troublesome way?

....

8. How can I break this problem into smaller problems?

....
....
....
....
....

9. My plan:

_____ Worked very well, since I solved the problem.

_____ Worked somewhat, since I nearly or partially solved the problem.

_____Did not work, since I failed to solve the problem.

10. I think the following thing(s) contributed to my success/failure:

....
....
....
....
....

13. If I were to do it again, I would do the following things differently:

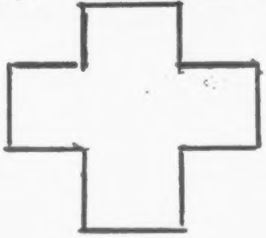
....
....
....
....
....

GROUP EXERCISE

1.

```
o  o  o  o  o

o  o  o  o  o

o  o  o  o  o

o  o  o  o  o

o  o  o  o  o
```

Using this pattern of 5 rows of 5 dots each, make a cross by connecting the dots with a straight and continuous line, and have 5 dots remaining inside the cross and 8 outside the cross (dots not used in the making of the cross). The cross looks like this:



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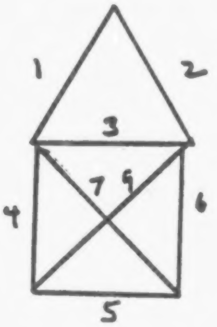
2. Retrace this pattern in one continuous line, without lifting your pencil from the paper. (The numbers shown on the lines are merely for the purpose of determining the correctness of the answer, or for following a particular path described by an individual).



3.

o

o

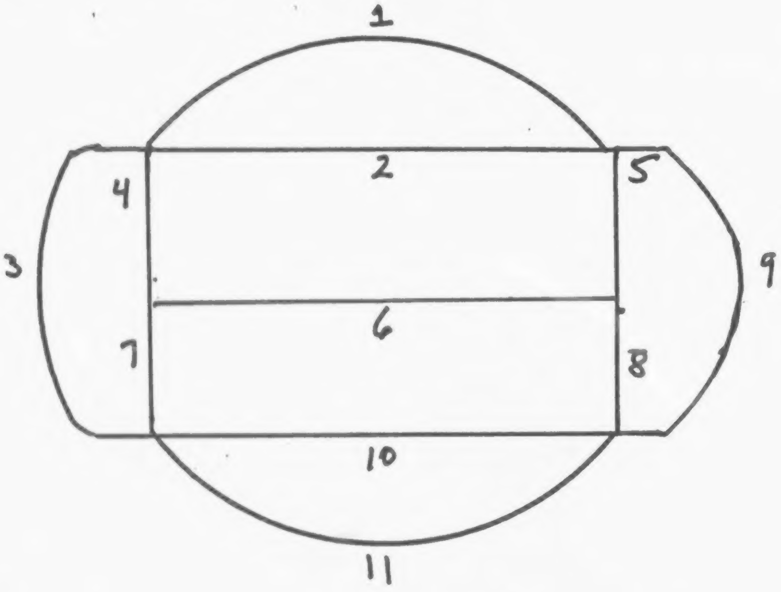
o

o o o

Here are 6 dots -- 4 dots are in the vertical row and 3 dots are in the horizontal row. By moving only 1 dot, can you make 4 in each row, horixontally and vertically?

---

4. Can you make this drawing in one continuous line, without lifting your pencil from the paper? (The numbers shown are merely for the purpose of determining the correctness of the answer, or for following a particular path described by an individual.)



GROUP DISCUSSION

1. A student is supposed to meet at school (which is five miles away) to leave for a field trip at 7:30 a.m. At 7:00 he goes to his car and discovers he has two flat tires. He walks back to the house, slowly shaking his head, wondering if his teacher will ever believe the incredible excuse that he had two flat tires. Can you identify the limit the student has imposed upon himself which made it hard for him to solve the problem?

2. You are excited about your new block and anxious to work with your group. The group works well together except for one negative member who spends more time discounting others and showing off than working with others. What ways can the group resolve this problem?

3. Sandy has decided to do a slide show for her Mass Media project. She can't decide where to begin: take the pictures and see what she can put together, or plan the show and spend lots of time looking for the right shots. What are your suggestions? Try to apply this technique of considering different entry points to solving the following problems. List as many different entry points as you can; and then select the one you think will best lead to a solution.

4. The mail arrives and Robert opens the report card from his high school to find the computer has, in error, listed all failing grades for him. Robert wants to enter a summer program at a nearby college for which good grades are necessary. Schools in both locations are not open for the summer, but acceptance in this program will be decided soon. Where does Robert begin to correct the error?

5. You have been asked to design your own one-week study schedule. This sounds like a major task, but if you break it up into smaller problems it is easier to handle. What individual problems are involved in setting up a one-week block of study time?

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SUCCESS PORTFOLIO: Do Success Contract V on how you plan to improve your problem solving skills. You will experience "success" by improving your problem-solving skills.

For this Fall 1990 semester, instead of Success Contract V, take the Mid-Term Review Test.

ASSIGNMENT: Read Chapter VI - SELF-AWARENESS - pp.70-73: Johari's Window; and, The Case of Paul.

Fill out IF THE SHOE FITS pp.68-69 in preparation for Success Contract VI: Personal Coat of Arms.

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UNIT II

AWARENESS OF SELF

Why do many college students fail to survive?

There is no easy answer. Each student has his or her own strengths and weaknesses, pitfalls, and special adjustments to make. Many students drop out because of financial problems. Some fail to find the educational track that leads to a promising career. Some decide that college is not worth the effort. Others just can't seem to put it all together.

In this unit, you will discover the many aspects of yourself (Chapter VI Self-Awareness), find out what keeps you from being a successful student (Chapter VII Self-Defeating Types). You will find that you have substantial control over your life (Chapter VIII Autonomy). You will find that motivation is a highly personal contract that you make with yourself to accomplish a certain goal (Chapter IX Motivation). And that if you learn how to relate to your professors and classmates in an Adult way, you will survive and succeed in college (Chapter X Transactional Analysis).

CHAPTER SIX

SELF-AWARENESS

Whether or not we like what we find, one thing is clear: high degress of self-awareness increase the chances of growth and success. Put simply, changing something is difficult when we don't know what it is or how it will react in the change process. We cannot answer basic questions involving our objectives if we don't know who we are: What needs to be added to ourselves? With what in our personalities will it need to be made one? Nor can we create resources and strategies for success without a fair degree of self-awareness: What are we afraid of? What kind of information do we need before we dare risk change? Without self-awareness, we cannot tell where we need to go or how we should try to get there.

The story of the Emperor's new clothes highlights the two sources of self-awareness. On the one hand, we have the intra-personal domain. This is where the Emperor denies his own perceptions to himself (that he was naked). And on the other hand, we have the inter-personal domain. This is where the people around the Emperor do not tell him what they see (that he was naked). Self-awareness can come from either the intra-personal source (inside self) or inter-personal source (outside self). We will explore both ways to increase self-awareness.

IF THE SHOE FITS...

Vote for your favorites shoe and find out what you are like as a person:

..... Tennis Shoe: comfortable, practical person who gets things done--versatile-fits in most places--likes sports--usually has an active hobby--flexible and adaptable--helps out when needed--likes people--friendly.

..... Work Boot or Hiking Boot: hard worker--can take getting dirty or meeting a challenge--ready to get going--sometimes impatient--doesn't like to sit around in meetings--will do the unpleasant job if it needs to be done--usually can do many things.

..... Dress Shoe: can rise to special occasion and be a leader--will step out in front but knows when to be a follower--careful, good manager, dependable, gets the job done in a quiet manner--may speak out if disagress.

..... Sandal: carefree, friendly--may be late but makes up for it by being enthusiastic--likes nature--knows how to relax and when to relax--hurries up to get the job done in order to do other things--calls on tennis shoe or work boot for help--has a good time--open to new ideas.

..... Loafer or Moccasin: cool, calm, comfortable--does the job and then pursues own interests--copes well in stressful situations--practical person.

..... Earth or Nature Shoe: a little different--creative, arty--doesn't always know what day it is--tries out new ideas--has special talents but may not relate to others at times--likes funky things--can really produce when motivated.

..... Barefoot: nature person--enjoys physical aspects of life like eating and sleeping.

1) Shoes come in all sixes, shapes, and colors. People also come in different sixes, shapes and colors. We need all types of people just like we need different kinds of shoes.

2) People choose different shoes as their favorite. We do not all select the same type of shoe because we are different. We are all unique individuals and should respect other people's choices and decisions.

3) Although most of us have a favorite shoe, we may need to try on a new shoe. New shoes may pinch or feel uncomfortable, but sometimes we need to bring e willing to try on a new shoe. This is also true of ideas. Sometimes we need to try out a new idea--even if it hurts a little.

4) We need to stand up for what we believe and step out in front. We need to know when to be a leader and when to be a follower. If we do not do what needs to be done, then we should not kick about what happens.

5) If the shoe fits, wear it.

Source: Developed by Dr. Violet Moore and Dr. Delbert Haden, Department of Economics and Family Living, Western Kentucky University.

JOHARI'S WINDOW

	Known to Self	Not Known to Self
Known to Others	OPEN	BLIND
Not Known to Others	HIDDEN	UNKNOWN

Open Quadrant

The open quadrant involves those things which you know about yourself, and which other people know about you as well.

Hidden Quadrant

The hidden quadrant refers to those things which you know about yourself but which other people don't know.

Blind Quadrant

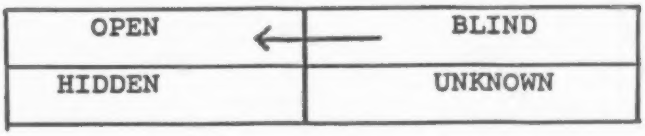
The blind quadrant involves those things about you of which other people are aware but of which you are not.

Unknown Quadrant

The unknown quadrant refers to those things about you of which no one is aware.

Enhancing Self-Awareness

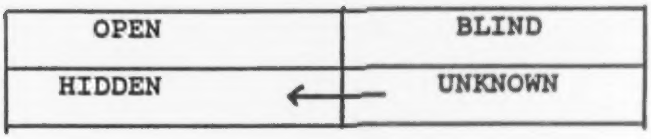
In terms of increasing self-awareness, the objective is to explore the blind and unknown quadrants. When we are dealing with the blind quadrant, we are in search of things about ourselves which other people already know. In this exploration, the strategy need to be inter-personal:



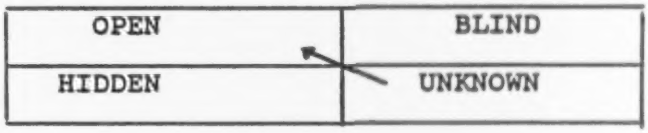
OPEN ←	BLIND
HIDDEN	UNKNOWN

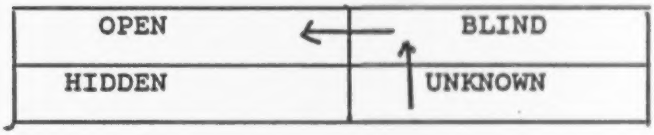
With the unknown quadrant, we are after things about ourselves which nobody knows. In this case, we have a choice. We can use either intra-personal strategies:

For a fuller discussion of Johari's Window, see Luft, S. (1969). Of Human Interaction. Palo Alto, CA: Mayfield.



or inter-personal approaches:





Intra-Personal Techniques

Sigmund Freud called dram interpretation "the royal road to the unconscious." Dream analysis can serve as a useful intra-personal technique for increasing self-awareness. Interpreting our dreams can be tricky. Unless we have been properly trained, and even then, because various schools of thought exist regarding dream analysis, we should preserve a healthy caution about the certainty of our analysis. However, we should be aware that even amateurs can gather some unmistakable clues about the inner workings of their thinking and emotional lives by simply paying attention to their dreams.

Another technique for increasing self-awareness which can be done in privacy involves interpreting our creative expressions. Creative processes can be used to expose deep material and to work with it: art, music, dance. Letting ourselves loose to do something creative - just about anything - can not only feel good as we release pent up energy, but also it can reveal something to us about what we are thinking and feeling at unconscious levels.

Journaling can be another means of intra-personal exploration. Regularly recording our thoughts, feelings, and behavior in a journal not only can be a creative exercise with all of the possible benefits just described, but also it can begin to reveal to us long-term patterns of which we had previously been unaware.

Spending time experiencing our bodies can also be illuminating. Often, we store emotional responses in various parts of our bodies. Body awareness can help to bring these tensions to light.

Also, various forms of mediation can be useful. We may simply wish to use meditation to achieve a deep state of openness in which we can experience whatever bubbles up. Or we may choose to utilize it to re-experience a particular situation, thus performing our own guided imagery for the purpose of gaining insight into our unconscious reactions to the event.

These techniques are just a few examples of ways in which we can explore our unknown quadrant by ourselves. You probably know of other methods as well. The general principle which underlies all of these techniques is that somehow they bring to the surface deep material about the self. Making sense out of this material is something which we may be able to do on our own. If we do need some help. however, we enter the domain of inter-personal techniques for increasing self -awareness.

Inter-Personal Techniques

Awareness-enhancement techniques which lie within inter-personal contexts can be organized into four general categories:

	THERAPEUTIC	NON-THERAPEUTIC
DYADIC		
GROUP		

Therapeutic contexts are situations whose definition hinges on our expressed need to bring and be healed of some sort of psychological malady. Non-therapeutic contexts, of course, are situations which are defined in any other way - say, for example, our desire simply to get together informally in order to learn about ourselves and others by sharing our experiences. Dyadic contexts are those in which only two people are involved, while group contexts include more than two. Each of the four categories can be an appropriate means of enhancing our self-awareness, depending on our preferences (for example, we may feel more comfortable in dyads than in groups), and depending on our condition (we may or may not be in such a state that our ability to function is threatened). The important things is that we choose contexts in which we can trust the constructive intent and the competence of the primary participants who are involved, especially the leader, if one exists.

Examples of therapeutic dyads would include, of course, sessions with counselors and therapists. Interactions with some ministers might also fall into this category. Non-therapeutic dyads might include relationships with partners, friends, relatives, and colleagues. Therapeutic groups are self-explanatory, but also might include support groups which may not be defined as group therapy yet which sometimes function in that way.

Non-therapeutic groups which can increase self-awareness are well exemplified by classes and workshops which focus on the immediate application of the conceptual material to the participants' lives.

THE CASE OF PAUL

Open Quadrant

Paul is proud of his sense of humor. Used constructively, it indicates an extensive and benevolent frame of reference to him. Other people know this fact about him because even if he hasn't told them already, they can easily observe it in his behavior, much to their delight or irritation, depending on how they feel about humor in general and his humor in particular.

If our open quadrant is relatively large - that is, if much of what can be known about us is known by ourselves and by those around us - this means that we tend to disclose a lot and that we are inclined to ask for feedback from others frequently.

Hidden Quadrant

Paul was born in a small town, near the wilderness. But he has never gone for outdoor recreation, has never been backpacking. He prefers cities to wilderness. Despite his interest in personal growth, Paul is terrified of groups.

If our hidden quadrant is large - that is, of all the things that can be known about us, we know a great deal, but others know very little - it often means that we solicit a lot of information about ourselves from others, but disclose very little in return.

Blind Quadrant

Paul declares that he wants to be a counselor because of a deep love for people and a desire to help them. However, the perceptions of people around him indicate that his love is attached to an idealized version of people and that normal, everyday people drive him up the wall.

We do our best to move awareness gently from the blind quadrant over to the open quadrant in order to create the opportunity for the person to deal with it constructively. People with large blind quadrant frequently disclose a great deal but ask for very little feedback about themselves. They often develop a thick emotional armor. Unfortunately, this armor also seals them off from more benevolent messages from the blind quadrant.

Unknown Quadrant

Like most of us, the unknown quadrant lies in Paul's unconscious. He has a large unknown quadrant. He neither discloses a lot about himself nor solicits much feedback from others. He neither teaches others about himself, nor learn in return.

GROUP EXERCISE

Step 1.

Participants respond to a series of adjectives by placing a check (\/) besides these adjectives BEST describing themselves in the first two columns and their partner in the last two columns.

Partner should take their turn from one adjective to the next. They may write in any specific comments that would help them understand each other's reaction.

ADJECTIVE	Me As I See Myself	Me As I Want To Be	You As I See You	You As I Want You To Be	COMMENTS
1. Affectionate					
2. Ambitious					
3. Anxious for approval					
4. Big-hearted					
5. Competitive					
6. Complaining					
7. Critical of others					
8. Demanding					
9. Dominating					
10. Easily angered					
11. Easily discouraged					
12. Easily influenced					
13. Efficient					
14. Encouraging					
15. Enthusiastic					
16. Forgiving					
17. Frank, forthright					
18. Fun-loving					
19. Gives praise readily					
20. Good listener					
21. Helpful					
22. Independent					
23. Jealous					
24. Kind					
25. Loud					
26. Needs much praise					
27. Obedient					
28. Optimistic					
29. Orderly					

	Me As I See Myself	Me As I Want To Be	You As I see You	You As I Want You To Be	COMMENTS
30. Rebellious					
31. Resentful					
32. Responsible					
33. Sarcastic					
34. Self-centered					
35. Self-respecting					
36. Self-satisfied					
37. Sentimental					
38. Shrewd, devious					
39. Shy					
40. Sociable					
41. Stern					
42. Submissive					
43. Successful					
44. Sympathetic					
45. Tactful					
46. Talkative					
47. Thorough					
48. Thoughtful					
49. Touchy, can't be kidded					
50. Trusting					
51. Understanding					
52. Varied interests					
53. Very dependent on others					
54. Well mannered					
55. Willing worker					

Step 2

Partners compare:

1. Your view of yourself and your partner's view of you.
2. Your ideal for yourself and your partner's ideal for himself or for herself.
3. Your real view of yourself and your ideal for yourself.

Discuss the way you view yourself and the aspirations or goals you have with your partner. Are you being fair to yourself? Are you being fair to your partner?

GROUP DISCUSSION

1. "I like to do things that boys do. I like to play cards, and just a couple of things have cropped up lately have occurred to me that I am just as good as them. I can beat boys. If they teach me a card game, I can beat them at it. I have found myself consciously slowing down out at the swimming pool so that I won't outswim them. I can dive, and it gives you a weird feeling when they ask "Can you do a one and a half?", and I can, and they can't because they don't have the nerve."

OPEN:	HIDDEN:
BLIND:	UNKNOWN:

2. "Well, at one time I wanted to be a teacher, but I realize that when I was going to elementary school, I didn't get some of the basic things you need like reading ability and spelling. I've always been a poor reader, and I thought, well, that would be one thing I could further that interest in them, you know, but then I got to wondering, If I'm a poor speller and poor reader, could I help them at all?"

OPEN:	HIDDEN:
BLIND:	UNKNOWN:

3. "I've got some really neat friends in my neighborhood. Almost always someone's around, and something exciting going on. We laugh a lot about school, how dumb and crazy it is and then do something so we can forget about it. The bowling alley and the skating rink -- that's where we go most of the time. Or to movies or something, or just driving around. School was the same old boring thing, day after day, but with my friends, anything can happen."

OPEN:	HIDDEN:
BLIND:	UNKNOWN

4. "Well, I'd really like to move out from my parents, you know, get my own place. I won't do it unless I really decide after really calm thinking, not just a stupid running away, pack your things in a bag and go. There's thing thing my mother has, where she still wants to pick my clothes for me and she wants to do this fro me, and that, and everything else. I don't want her to keep on treating me like a little kid. One thing though, that might keep me home is I know moving out would hurt their feelings an awful lot. They want a lot for me, good things."

OPEN: HIDDEN:

BLIND: UNKNOWN:

5. "I never can study at home. With all the yelling between my parents and my sister How can I? What I do is wait until about 9:00 p.m. when everyone has quit yelling and stomping around. Then I start studying, and go till midnight, or 1:00. Before that I do chores, cleaning the house and things like that which don't take much thought."

OPEN: HIDDEN:

BLIND: UNKNOWN:

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SUCCESS PORTFOLIO: Do Success Contract VI on your personal coat of arms. You will experience "success" by getting in touch with the OPEN, HIDDEN, BLIND, and UNKNOWN aspects of yourself.

ASSIGNMENT: Read Chapter VII - PERSONALITY TYPES - pp.82-87: Cognitive Therapy: Self-Defeating Behavior and The Case of Sally.

Fill out the PERSONALITY TYPE ASSESSMENT pp.79-81 in preparation for Success Contract VII: Personality Types.

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CHAPTER SEVEN

PERSONALITY TYPES

Self-defeating behaviors are patterns of acting, thinking and feeling that helped you cope with anxiety in the past. As you engaged in these behaviors again and again, the patterns of acting, thinking and feeling become a certain kind of self-defeating "personality."

Withdrawing from a situation with new people lessens the anxiety of meeting strangers. However, it is also self-defeating because you may wish to meet someone new. Dependency on another person lessens the anxiety of making decisions. However, it is also self-defeating because you keep yourself from being in charge of your own life.

You must confront as soon as possible your "personality type" and learn how to control your Self-defeating behavior. Otherwise, it will control you and keep you from succeeding in college.

PERSONALITY TYPES ASSESSMENT

Below are descriptions of certain "types" of thinking, feelings and attitudes that make up a "personality." See which type (s) come closest to describing your typical thinking, feelings and attitudes according to the following scale:

1 Very Unlike Me
2 Unlike Me
3 Somewhat Like Me
4 Very like Me

Type	Description	Self-Talk
PROPHET OF DOOM 1 2 3 4	Blows a problem up until it feels like a catastrophe. Worries and fears until he is sure he can't stand it. Insists that he knows that things will turn out badly.	"What if? What if this happens? What if he or she says that?" The end of the world is at hand!
THE MYSTIC MIND READER 1 2 3 4	Knows things she could only know if she could read people's minds. Looks into the future and and tell what will happen. Tells us how everything that goes on everywhere is related to ourselves.	"I know what she was really thinking. "I'll never, never fall in love again." "I can tell he really doesn't care."
THE MAD MAN 1 2 3 4	Thinks everything he doesn't like is a good reason for a fight. Tells you never to take no for an answer or you're a sissy. Can't think very well, so figures that when he feels upset, the only thing to do is GET MAD.	Snarl...sneer; he had no right to yell at me. Sure I hit him - that's just how I am.

Types	Description	Self-Talk
THE HANGING JUDGE 1 2 3 4	Has to find out who is to blame for anything bad that happens. Assigns GUILT to people who make mistakes. Sentences people he has judged to be BAD to life sentences of feeling miserable. Think it's AWFUL if people don't suffer for their wrongdoing.	"It's all my FAULT. "He's to BLAME for it all - SHAME on her. "He's guilty - I can't stand it if he is not PUNISHED.
THE SPOILER 1 2 3 4	Tells you you're a special person who should have everything be cozy and comfortable. You don't have to wait for anything you want right now. Treats you like a baby and doesn't think you can manage on your now. Wont'let you try anything hard for fear you'll fail. Lets you think that the things you want are things you really need.	Why should I do it? Someone else can. That's too hard - work should be easy. They shouldn't make me do stuff I don't want - they are awful!
THE HISTORIAN 1 2 3 4	Looks for all truth in the PAST. Believes that once you have a bad experience, you'll have it again ALWAYS in that situation. Believes that anything written in history is carved in stone and ABSOLUTELY true for all time to come. Loves to talk about the past because he always knows how it is going to turn out.	"History repeats itself - always. "Remember that time that teacher was unfair to me. That proves you can never trust teachers "She will always be out to get me."

Type	Description	Self-Talk
THE PERFECT PERSON 1 2 3 4	Says you must be perfectly perfect. Only satisfied when you say you're perfect (and then tells you you're better than everyone else.) Is disgusted when you're less than perfect - (and says you're the worst.) Tells you, you must do everything to the very best of your ability - or you are worthless.	"I should never hurt anybody's feelings, or I am cursed." "I should get top grades, or I am STUPID. I should never think of myself, or I am SELFISH. I should always do my best, or I am LAZY. I should never make a a mistake, or I am a LOSER.
THE SIGN PAINTER 1 2 3 4	Labels are his business. He can sum up the most complicated situation of personality in one, simple word! CAUTION: Labels may be indelible. Once stamped on oneself or another, they may be hard to remove.	I am: [stupid] [ugly] [rotten] [worthless] [hopeless] [dangerous]
ATLAS 1 2 3 4	Carries the weight of the world on his shoulders. Believes he is RESPONSIBLE for everything that happens just because it affects him in some way. Can't ever relax or everything will tumble down and break into a million pieces.	"If I don't do this right, everything will be ruined." "If it hadn't been for me, that would never have happened."
THE COMPETITOR 1 2 3 4	Walks around with a measuring rod stuck in her head. Constantly checking to see how well she measures up. Believes that if anyone else has something desirable it means she is worth less. Can't be sure just what she is - just how much more or less wonderful she is than others.	"I am not OK, if I am not the BEST. "She has such a great body, I hate her. He likes her better than he likes me. - I can't stand it.

*Based and Developed from Bergler, Edmund. Curable and Incurable Neurotics. New York: Liveright, 1972.

COGNITIVE THERAPY:Self-Defeating Behavior

Cognitive Distortions

Cognitive therapy is based on the idea that a feeling such as anxiety or depression does not simply "exist" but that feelings are caused by the way one thinks about what happens to him or her. An individual often believes his or her feelings are caused by situations or life events. Cognitive therapy refutes this common belief by emphasizing that events or situations do not cause feelings, but rather the thoughts or interpretations of those events are the true cause of any resulting feelings. The basic principles can be summarized as follows:

A. Some life event or situation impinges upon the individual.

B. She/he interprets this event by engaging in some form of self-talk or internal dialogue This conversation is usually filled with distortions.

C. A certain feeling or mood is experienced by the individual. It is important to note that this feeling is created by one's thoughts or perceptions and not by the actual event. All experiences are processed through the brain before one experiences any emotional reaction.

Cognitive Distortions

A. ALL-OR NOTHING THINKING: You see things in black-and-white categories. You see life as either 0 or 10. Life is either perfect or it is not worth living. You can't accept the reality that most of life is lived somewhere between 0 and 10.

B. OVERGENERALIZATION: You see a single negative event as a never ending pattern of defeat.

C. MENTAL FILTER: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened. Like a child on Christmas morning holding a great number of beautiful toys yet crying all day because she/he can only think about the one toy he/she didn't get.

D. DISQUALIFYING THE POSITIVE: You reject positive experiences by insisting they "don't count" for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences. You refuse to accept compliments.

E. JUMPING TO CONCLUSIONS: You make a negative interpretation even though there are no definite facts that strongly support your conclusion.

1. Mind Reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.

2. The Fortune-Teller Error. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

F. MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION: You exaggerate the importance of things (such as your goof up or someone else's achievement), or you inappropriately shrink things until they appear tiny (your own desirable qualities or other fellow's imperfections). This is also called the "binocular trick."

G. EMOTIONAL REASONING: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

H. SHOULD STATEMENTS: You use many statements containing words like "should, " "shouldn't," "must," "ought," "have to." When these "absolutes" are used against self the emotional consequence is guilt. When you direct "should" statements toward others, you feel anger, frustration and resentment.

I. LABELING AND MISLABELING: This is an extreme form of overgeneralization Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a no good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

J. PERSONALIZATION: You see yourself as the cause of some negative external event which in fact you were not primarily responsible for. If something goes wrong, you blame yourself.

Cognitive Corrections

1. It would be better if I were competent at many things, but I'm human and can't expect to be successful in absolutely everything that I try.

2. I need to have people like me, and it hurts to think that some people may not, but it's unreasonable to expect that everybody I meet will like me as much as I may want everybody to like me.

3. It takes two people to form a good relationship. When somebody doesn't like me, that is disappointing to me; but, maybe we were a poor "match"

4. It hurts to fail. I'd rather succeed, but my worth as a person comes from other sources than external measures of success or failure.

5. If I wish that I were a different person, and see that I am not really this way now, it is very disappointing.

6. It makes me angry to be treated unfairly. There is a great deal of injustice in the world and I've got to make up my mind to change what I can about it and just bear the rest.

7. There are times when I'm not going to get my just due. That makes me disappointed and angry, but life often is not fair.

8. Everybody gets depressed and anxious at times. I've just got to pull through. Let's see, what could I do to help myself.

9. It would be nice if my body were more attractive, but I guess it's unreasonable to be preoccupied with its flaws.

10. It would be much better not to hurt or disappoint others, but I realize that I can only do my best. It's impossible to give everybody everything they want from me. What I think of myself is most important of all.

11. I really admire people who try new things, even if they're no good at them. I'll bet most people would feel the same way about me. The fun is in the trying!

12. If I give it my best shot, then I should feel good about myself. I know I tried darn hard. Sometimes events are just beyond our control.

13. It's really disappointing not to get what you really wanted.

14. Everybody, including the most attractive and appealing person (sometimes especially them), feels lonely at times. Because I am alone now is not a reflection on my worth or attractiveness. It might be much better to have somebody in my life now that loves me very much. It hurts to be alone, but this loneliness won't last forever.

THE CASE OF SALLY

The following exercise in rational self analysis illustrates how one might apply the technique of rational self talk in a specific situation. This process involves tracking one's thoughts and feelings about a given life event.

A. Situation Sally, a young working mother has just called a counselor and made an appointment to talk abut enrolling in some course work to improve her skills or continue her education. She is having a "panic attack" about the coming interview.

B. Emotion(s). Specify and rate on an imaginary scale from 1-100%.

1. anxiety 80%
2. fear 70%
3. depression 75%

C. Automatic thoughts. Irrational sentences containing self-defeating distortions.

1. Now I've done it. I stuck my neck out to make this appointment and it will probably turn out to be a disaster.

2. This is a waste of time, it will never work out. There are too many problems such as lack of money, babysitters, trying to go to school and work at the same time.

3. The counselor will find out what a loser I am for getting pregnant and quitting school at 15.

4. The counselor will not approve of me when she finds out I have been working as a cocktail waitress in a men's club.

5. I should accept my life situation and stop trying to change things. If I do enroll in a class I must not fail. My father always said "You shouldn't start something if you aren't going to finish it." It will be terrible if I try this and fail.

D. Cognitive Distortions. The cognitive distortions involved in each of the preceding sentences:

1. catastrophizing
2. jumping to conclusions, fortune telling
3. labeling
4. mind reading
5. should statements and catastrophizing

E. Rational Self-Talk. Written rational arguments rebutting the irrational and illogical automatic thoughts.

1. When I say to myself that this appointment will probably be a disaster this is imply catastophizing and blowing things out of proportion. If the interview does not work out it won't be the end of the world.

   If it doesn't go well that will be unfortunate, but not catastrophic. I would prefer for the meeting to be wonderful and perfect in every way, but if it isn't, I will survive. I may be a bit uncomfortable if I mess up in the interview but after a while I'll bounce back. I always have -- this is not life threatening.

2. To say things will never work out for me if I try to take a class is jumping to conclusions. I know I have problems such as tuition, babysitters and work to deal with, but to say that these matters cannot be handled is fortune-telling. I do not know at this time what the future holds. Maybe I'll be able to cope with these problems and maybe I won't. I'm just beginning to try to understand what possibilities there are for me and it seems too early to conclude already that I can't cope. I'll think of myself as a student who is just beginning to study a new subject. After time goes by I will know whether or not I can cope. For now I'll just try to get information. I'll take one step at a time.

3. When I call myself a loser, I'm using the cognitive distortion of labeling. I'm not a loser, I'm a person who became pregnant and quit school at 15. My becoming pregnant and quitting school are only parts of my total life experience. I am much more than any one of my individual characteristics or experiences. When I apply the label "loser" to myself I'm blowing everything out of proportion. I'm assigning to my very being characteristic or experiences that describes only one aspect of my humanity. The total me--the essence of me - consists of many traits, qualities and experiences of which "quitting school" and "being pregnant at 15" are each only a part. There is the "responsible me," "the kind me," " the generous me," "the laughing me," "the sexual me," "the philosophical me," "the friendly me," etc.

4. Saying that the counselor will not approve of me when she finds out I have been a cocktail waitress in a men's club is mind reading. I really don't know what might go on in her mind. If she thinks well of me and likes me, that's fine. If she doesn't like me, that's still o.k. I would prefer to be loved and approved by her and everyone else, but it is not catastrophic if I'm not. It is unrealistic to believe that everyone will always like me. No person in the history of the world has been loved and approved of by everyone at all times for everything they did - and I'm not going to be the first human being to achieve this lofty goal. Some people will like me and more people will not. I do not like everyone equally; I like some better than others. It will not be terrible and awful if the counselor does not approve of me; it will just be inconvenient, not life threatening.

5. To say that I should accept my fate and not try to take a class is a "should" statement. "Should" statements do not make sense. To say a thing "should" or "ought to be" one way or another does not make sense. If something should be a certain way and it would be that way, there would be no alternative. The fact is that I am restless in my life at this time and I have the desire and urge to try to better myself. Whether or not this urge should or shouldn't be in my heart is irrelevant - I do in fact have this desire and that's that.

To say that I must not fail if I begin this project is nonsense. Instead of using absolute words such "should," "must," "ought," or "have to" a more appropriate kind of self talk would be as follows: "I would prefer to do well in this class; it should indeed be wonderful and marvelous to do well, but I don't have to. It would be nice if things turn out well for me but if they don't that won't be awful and terrible - just inconvenient. For me to say I want to do well makes sense; to say I have to does not make sense. I can't control the outcome of everything that happens in my life. I may succeed in this project and I may fail. Just because I want to succeed does not imply that I should, ought, must, or have to succeed. Even if I do fail in this project, this doesn't mean that I'm a failure at life. I won't be any less "worthy" as a human being if I try the class and then decide to discontinue. My worth is not bound up with my behavior - "I am worthwhile just because I exist."

The application of cognitive therapy above was developed from the model proposed by David D. Burns, M.D. In Feeling Good: The New Mood Therapy. New American Library, New York: 1980.

GROUP EXERCISE

The Self-Defeating behavior pattern follows the following phases:

A - activating event

B - belief about the event or self-talk

C - consequences.

Below are some examples where either the A (event), the B (self-talk) or the C (emotional consequences) is missing. Fill in the blanks.

A: Joan is late for work and her boss scolds her.
B: ______________________________
C: Joan feels depressed and anxious all day.

A: ______________________________
B: I must never make mistakes; it's terrible to make an error.
C: Guilty and depressed.

A: Mark always criticizes Mable for overcooking the roast.
B: Mabel thinks______________________________
C: Mabel feels annoyed but she isn't very upset.

A: John comes home late from work to find his wife crying and scared.
B: John thinks "I should have called. I am a worm for not doing so.
My wife will hate me and never trust me again."
C: ______________________________

A: Andy makes mistakes on the typewriter.
B: ______________________________
C: Andy feels a bit stupid but goes on to have a good time!

A: It is Gertrude's birthday and her children have not called from California to say :Happy Birthday."
B: ______________________________
C: Gertrude feels so badly that she cries for two hours, all alone.

A: ______________________________
B: Mae thinks "So what if that driver cut me off and honked; I know I drive slowly - so what!"
C: Mae feels pretty good about herself.

A: Bonnie bought Betty lunch today.
B: ______________________________
C: Betty felt very warm toward Bonnie.

A: Mary worked all day preparing dinner, but her husband didn't like it.
B: She said to herself, "He has no right to treat me like this!"
C: ______________________________

A: Sally had a fight with her son and she felt angry.
B: ____
C: Son will miss favorite TV show.

A: My daughter has not called or written in months.
B: People must love me or I'll be miserable.
C: ____

A: Barbara's neighbors had a party and did not invite her so she felt rejected.
B: ____
C: Felt so bad that she went away for the weekend.

A: My son hasn't called or written in months.
B: People should do what I want when I want it!"
C: ____

Life continues to offer people new moments of living. These moments can be filled with self-defeating behavior or creative responses. If you desire the creative route, you need to begin by fully taking the responsibility for your own behavior. Remember three things:

1 Watch the A - B - C pattern of your self-defeating behavior.
2 Identify and rebut the B (Belief), then change the self-talk.
3 Change in C (consequence) follows once B (belief) in self-talk is changed.

GROUP DISCUSSION

Healing Voices

VOICE A:

THE GUIDE SAYS:

When I play life as the RATING GAME, I am bound to lose. Life is not a contest. It is just life.
I don't have to be special. I just have to be me, a fallible human being.
It would be pleasant to be the _____best!, but I am probably not, so I guess Ill just have to stand it!
I'll make a deal with myself. Every time I catch myself playing the rating game, I'll tell myself: "STOP. That's a losing game that makes me miserable. It would be pleasant to be as _______ as ____________, but if I am not, I can still feel OK about the things I am and can do." Then I'll remind myself of one - "I've passed that tough test today."

THE PERMITTER SAYS:

It is OK not to be the BEST
not to be the prettiest
not to be the smartest
It is OK to strive to be my PERSONAL BEST.
It is quite OK to lose
to be handicapped.
to fail.
Whoever said I am OK only when I am the BEST?
Who says: I have to go making myself miserable by ranking myself?

The Personality Type that VOICE A can help is:

VOICE B:

THE GUIDE SAYS:

I wont make myself frantic over things that aren't worth it!
WHAT'S THE WORST THAT COULD HAPPEN?
Specifying...
....

HOW LIKELY IS THAT? How many chances out of 100 will it happen?
COULD I STAND IT? Would I die? Fall into a coma?
Of course not! I've been lonely, uncomfortable, embarrassed before. I didn't enjoy it but I stood it.
WHO SAYS I COULDN'T AGAIN?
I'll make a deal with myself - I'll name the specific thing that I fear the most, and I'll make a PLAN to make it manageable one small step at a time.

THE PERMITTER SAYS:

It is Ok to be afraid of specific things- it will help keep me safe...

The personality type that VOICE B can help is:

VOICE C:

THE GUIDE SAYS:

Life will go on whether I worry about it or not.
What evidence do I have that I am responsible?
And even if I am responsible, will my worrying help me? Will it fix the problem?
The fact that I am bothered by events doesn't mean I caused them and that I can fix them.
After all, who say I'm so powerful like Rambo that I can cause or solve all the problems in the world!

THE PERMITTER SAYS:

It's OK to relax.
It is OK to let someone else carry that burden.
I'll make a deal with myself. I 'll ask myself, "whose problem is it? If it's mine, I'll make a plan to solve it. If it's not mine, I'll make a plan to stop upsetting myself over it.

The personality type that VOICE C can help is:

VOICE D:

THE GUIDE SAYS:

I can feel angry and still know that I can handle it.
When my body tells me I'm really riled, I can use that as a signal to relax, take a few deep breaths, and stay cool.
I have a right to be annoyed, but I won't let him or her get me in trouble!
As long as I keep cool, I'm in control. For someone to act like that, he must be really upset. He wants me to fight - I'll disappoint him.
I can't expect people to act the way I want them to.
I've learned what things trigger my anger - If I can't avoid them, I can still cope with them.
I have a plan for coping with my strong, angry feelings - with practice comes control!
After all, WHO SAYS YOU GOTTA FIGHT OR BE A 'SISSY.'? People who aren't smart enough to figure out another way to get what they want and need without risking big trouble, that's who!

THE PERMITTER SAYS:

It's OK to feel anger.

The personality type that VOICE D can help is:

VOICE E:

THE GUIDE SAYS:

I am making myself miserable.
I am so afraid that certain things might be true, that I feel as bad as if I knew they were true and talk to myself as though they were really absolutely true.
What possible evidence do I have that all these things I "just know" are true?

THE PERMITTER SAYS:

I'll make myself feel OK. I'll be honest about my worry, and then add a "BUT" statement for HOPE!
"I'm worried that she may not like me, BUT I don't have any reason to think that."

"I hope he really cares, BUT if he doesn't, I'll look for someone who will.

The personality type that VOICE E can help is:

VOICE F:

THE GUIDE SAYS:

"but not if I do because I don't think I'm tough enough to work hard, be uncomfortable, and still stand it."
What evidence do I have that I can't do something just because it is hard or boring?
Am I not as competent as other human beings?
I don't want to do it, I wish I didn't have to do it. It won't be any fun at all - but I can handle it.
"I want to have stuff I like but I don't need to have it. If I think I can't stand to be without stuff I want I'll be miserable - or get myself in big trouble!
WHO SAYS I'M NOT TOUGH ENOUGH TO HANDLE IT?

THE PERMITTER SAYS:

"It's OK to relax and enjoy myself.

The personality type that VOICE F can help is:

VOICE G:

THE GUIDE SAYS:

"Every time I hear the PERFECT PERSON's voice give me a "SHOULD", I'll say: WHY? IS THAT A RULE OF THE WHOLE HUMAN RACE?"
Then I'll give an "IT'S OKAY to........................statement for an antidote.

THE PERMITTER SAYS:

It's OK to -
hurt someone's feelings....
think about my own wants and needs...
do less than my best sometimes...
make mistakes...
think well of myself...
mess up my whole room...
dislike some people...
go to bed with dirty teeth some nights...
eat a banana split...

ignore grandma and she won't kill me...
not make the team...
date nobody at all...
hate broccolli

The personality type that VOICE G cam help is:

VOICE H:

THE GUIDE SAYS:

"Because something happened once does not mean it has to happen ALWAYS - that's hopeless thinking!
"Because some things upset me once does not mean I must upset me again - I have a choice!
"What evidence is there that he NEVER liked me?
Can I truly say that she was ALWAYS mean to me?
"When I use words like NEVER & ALWAYS & CAN'T EVER, I make myself believe the PAST is powerful.
WHO SAYS HISTORY MUST REPEAT ITSELF? At least where I am concerned, I can make choices about how life will be.
"The PAST is just that - the past. I can't change it. It can't hurt me unless I make myself miserable by going over and over it again.

THE PERMITTER SAYS:

"It's OK to forget about the past."

The personality type that VOICE H can help is:

VOICE I:

THE GUIDE SAYS:

"Knowing" who started it" or "who's to blame" won't make anything that happened get better.
"I regret having done that. I'm sorry that it hurt or inconvenienced another person. I will do what I can to make it better, and I will accept the consequences of my mistake.
But the fact that I was wrong and made a mistake does NOT mean that I am BAD or a SINFUL person who deserves punishment because I am so HORRIBLE. It just means I am a fallible human being who made a mistake I regret.
WHO SAYS ANYONE WHO DOES SOMETHING WRONG MUST SUFFER? Is that a rule of the whole human race? Will I make the lives of others better because I feel miserable?

THE PERMITTER SAYS:

"It's OK to FORGIVE yourself."

The personality type that VOICE I can help is:

VOICE J:

THE GUIDE SAYS:

"I am stupid" is like an equation - I=stupid. I ask myself, "Is that true?" If [STUPID] was stamped on my forehead, would everyone agree it was an accurate label?
"WHO SAYS I CAN BE LABELLED? I'M A COMPLEX HUMAN BEING - SAVE YOUR LABELS FOR YOUR PICKLE JARS!
"I'll make a deal with myself. Every time I hear myself use a label, I'll -
a) take it off a person
b) put it on a specific action or feeling
c) add a "but"
d) say "I'm OK".
I am [STUPID]: I felt kinda stupid when I forgot his name, but I guess he forgot mine too. I'm OK!.
He is [MEAN]. What he said sounded mean to be, but maybe I misunderstood...I can stand it. I'm OK!

THE PERMITTER SAYS:

"It's is OK to paint labels...but not onto yourself or other people!"

The personality type that VOICE J can help is:

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SUCCESS PORTFOLIO: Do Success Contract VII on what might be your "personality types." You will experience "success" once you identify your "type" and what you can do to turn around the self-defeating behavior to your advantage.

ASSIGNMENT: Read Chapter VIII - AUTONOMY - pp.101-103: Locus of Control; and Applications: Taking Charge of Your Life.

Fill out the RESPONSIBILITY QUESTIONNAIRE pp.98-100 in preparation for Success Contract VIII: Taking Charge of Your Life.

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CHAPTER EIGHT

AUTONOMY

Autonomy means having a sense of independence. It means having a feeling that you have control over how you will live your life. It means that you know you have choices in life. It means that you can decide which choices are best for you.

Accepting responsibility is an important part of success. Have you thought about what it means to take control of your life? No one has control over what happens to him or her in life. However, he or she does have control over his or her actions and feelings.

John was in a car accident. His legs were permanently injured. He cannot walk. John has no control over what happened to him. He does have control over the way he deals with what happened to him. He can make choices about how to live with his problem. He can decide to --

(1) use a wheelchair to get around
(2) use his mind to learn
(3) choose a career he can do well in and enjoy.
(4) make friends
(5) enjoy seeing, hearing, talking and so forth.

You can make choices about the situations in your life. The belief that you can make choices will determine in large part your success in college and in life.

RESPONSIBILITY INVENTORY

These are questions about how you feel things actually are in life. Each question has two parts: one part lettered A, the other B. Please pick the one part of each pair (and only one) which you more strongly believe to be true as far as you are concerned. Be sure to pick the one you really believe to be more true, not the one you think you should choose or the one you would like to be true. There are no right or wrong answers; you are just saying what you think is true.

Please answer these questions carefully, but do not spend too much time on any one question. Sometimes you may believe both parts; other times you may not believe either part. When this happens be sure to circle the one you more strongly believe to be true as far as you are concerned. Please answer every question.

THE STATEMENT THAT I THINK IS MORE OFTEN TRUE:

1. If a teacher passes you to the next course, would it probably be:
   - (a) because she liked you, or
   + (b) because of the work you did?

2. When you do well on a test at school, is it more likely to be:
   + (a) because you studied for it, or
   - (b) because the test was especially easy?

3. When you have trouble understanding something in school, is it usually:
   - (a) because the teacher didn't explain it clearly, or
   + (b) because you didn't listen carefully?

4. When you read a story and can't remember much of it, is it usually:
   - (a) because the story wasn't well written, or
   + (b) because you weren't interested in the story?

5. Suppose your parents say you are doing well in school. Is it likely to happen:
   + (a) because your school work is good, or
   - (b) because they are in a good mood?

6. Suppose you did better than usually in a subject at school. Would it probably happen:
   + (a) because you tried harder, or
   - (b) because someone helped you?

THE STATEMENT THAT I THINK IS MORE OFTEN TRUE:

7. When you lose at a game of cards or checkers, does it usually happen:
   - (a) because the other player is good at the game, or
   + (b) because you don't play well?

8. Suppose a person doesn't think you are very bright or clever
   + (a) can you make him change his mind if you try to, or
   - (b) are there some people who will think you're not very bright no matter what you do?

9. If you solve a puzzle quickly, is it
   - (a) because it wasn't a very hard puzzle, or
   + (b) because you worked on it carefully?

10. If a boy or girl tells you that you are dumb, is it more likely that they say that
   - (a) because they are mad at you, or
   + (b) because what you did really wasn't very bright?

11. Suppose you study to become a teacher, scientist, or doctor and you fail. Do you think this would happen
   + (a) because you didn't worked had enough, or
   - (b) because you needed some help and other people didn't give it to you?

12. When you learn something quickly in school, is it usually
   + (a) because you paid close attention, or
   - (b) because the teacher explained it clearly?

13. If a teacher says to you, "Your work is fine," is it
   - (a) something teachers usually say to encourage students, or
   + (b) because you did a good job?

14. When you find it hard to work math problems at school, is it
   + (a) because you didn't study well enough before you tried them, or
   - (b) because the teacher gave problems that were too hard?

15. When you forget something you heard in class, is it
   - (a) because the teacher didn't explain it very well, or
   + (b) because you didn't try very hard to remember?

16. Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right. Is it likely to happen:
   - (a) because she wasn't as particular as usual, or
   + (b) because you gave the best answer you could think of?

THE STATEMENT THAT I THINK IS MORE OFTEN TRUE:

17. When you read a story and remember most of it, is it usually
    + (a) because you were interested in the story, or
    - (b) because the story was well written?

18. If your parents tell you you're acting silly and not thinking clearly, it is more likely to be
    + (a) because of something you did, or
    - (b) because they happen to be feeling cranky?

19. When you don't do well on a test at school, is it
    - (a) because the test was especially hard, or
    + (b) because you didn't study for it?

20. Suppose you were explaining how to play a game to a friend and he learn quickly. Would that happen more often
    + (a) because you explained it well, or
    - (b) because he was able to to understand it?

IF YOU SCORED:

More -'s than +'s: you tend to believe that you have little control over what happens in your life.
More +'s than -'s: you tend to believe that you have a lot of control over what happens in your life.

Crandall, Katkovsky, and Crandall (1965). The Crandall Intellectual Achievement Responsibility Questionnaire. Behavior Therapy, 5, (1), 67-69.

LOCUS OF CONTROL

Taking Charge of Your Life

Locus of control is the perception of the amount of personal control you believe you have over events that affect your life. People with an external locus of control believe they have little control of such events, whereas people with an internal locus of control believe they have a good deal of control of these events.

"Externals" are comfortable with having to depend on another person, and tend to wait to be told what to do before acting or moving. "Internals" generally tend to function as much as possible by themselves. "Internals" would want a situation where they would not have to be so dependent.

Classify the following statements as being characteristic of an internal (I) or external (E).

_____ (1) "I had no choice; my parents made me go to college.

_____ (2) "A person with an 8th grade education talking about applying for a job as an engineer with an industrial firm.

_____ (3) "You are driving me crazy!"

_____ (4) "I don't know much about Mexican culture, but I would be interested in reading that book you talked about."

_____ (5) "I know I've balanced that equation before, but won't you do it for me?"

_____ (6) "Let me practice that tennis serve a couple more times; I think I've just about got it."

Practice recognizing the connection between behavior and result of that behavior. Internal (I) recognizes the connection; the external (E) does not see or recognize the connection.

(1) If I drive 80 m.p.h. in a 50 m.p.h. zone, I can expect:

(Internal):..

(External):..

(2) If I satisfactorily complete all assigned work in a course, I can expect:

(Internal):..

(External):..

(3) If I break into a store and take a TV set, I can expect:

(Internal):..

(External):..

(4) If I continually laugh at other people's ideas, I can expect:

(Internal)...

(External)...

(5) If I always make up "little white lies" to cover my mistakes, I can expect:

(Internal):..

(External):..

APPLICATIONS: TAKING CHARGE OF YOUR LIFE

The Case of Annie:

Student Problem Area: Annie tells the counselor that she is unable to relate in interpersonal situations.

Remedy: Counselor has Annie list, in order of their priority, three significant persons from among her family, friends, or any other person in her environment with whom she has concern about relating.

Example: The counselor then has Annie define her interpersonal problems with these significant others in behavioral terms, after which he helps Annie establish a sequence of specific actions that will expand her options - actions that will lead Annie to change her "actual behavior" *vis a vis* a significant other.

The Case of Bobby:

Student Problem Area: Bobby views his parents as "super"-controllers.

Remedy: It is pointed out that his "obedient" behavior is an active and successful attempt on his part to control the behavior of his parents, rather than a meek submission to their demands.

Example: Several behaviors are planned by the counselor and student for the student to test this hypothesis. Bobby was to mow the lawn without being asked and then report in full the effect on his family. Initial Report--the father found it difficult to respond. Then he thanked his son and seemed less likely to enter into arguments. The father felt obligated. The son had effectively controlled the father's arguing behavior. He also had prevented his father from commanding him to mow the lawn.

The Case of Linda:

Student Problem Area: Linda says that her parents and other significant people are forcing her to come to school and study for a given career field.

Remedy: The counselor tries to get the student to examine *her* reasons for entering college, *her* reason for selecting the career field, *her* reasons for choosing among certain options.

Example: Each time Linda makes a statement such as: "they want me to be...", the counselor counters with "What do *you* want to be?" "What do *you* want to do?" "What have *you* done?"

GROUP EXERCISE

The Blind Man's Ordeal

This is an exercise in getting help. Three pairs of students are the primary participants in the game. One member of each pair is asked to stand at one end of the room; the remaining three are to stand at the opposite end. The three students at one end of the room are then blindfolded.

The blindfolded students' task is to move from their end of the room to the other end without bumping into any of the obstacles that will soon be put in their way. They may ask for directions by addressing questions to their helping partners at the other end of the room, but they may only ask questions that can be answered "yes" or "no."

The helping partners may not being giving directions; they may only respond to questions, and with only a "yes" or a "no."

The rest of the class will put obstacles between the blindfolded and helping partners; they can use chairs, piles of books, and even themselves as obstacles.

The counselor will act as referee, stopping the game when rules are violated and calling stops and starts as the game proceeds.

GROUP DISCUSSION

Try to increase the student's sense of control over situations:

1. Student Problem Area: Manny claims that he cannot do his homework because his bosses at work give him too much to do.

Remedy: (Hint: Manny has the "power" to "make" his bosses give him more work or less work)..

....

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....

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Example: ....

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2. Student Problem Area: Susan reports that she is unable to "get motivated" to do her homework. Her records indicate high potential but low performance.

Remedy: (Hint: Break down the homework into small "do-able" units)...

....

....

....

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Example: ....

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3. Student Problem Area: Lily is too upset to come to class because her welfare worker is persecuting her.

Remedy: (Hint: Lily has the "power" to "make" the caseworker persecute her more or persecute her less)..................................

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Example: ....

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SUCCESS PORTFOLIO: Do Success Contract VIII on Taking Charge of Your Life. You will experience "success" as you determine the school and life situations over which you wish to exercise more control.

ASSIGNMENT: Read Chapter IX - MOTIVATION -pp.11-112: Maslow's Categories Applied To Student Needs; and, Level of Needs Applied.

Fill out the MOTIVATION QUESTIONNAIRE pp.108-110 in preparation for Success Contract IX: Motivation.

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CHAPTER NINE

MOTIVATION

As a beginning college student, you may be shocked to learn that you cannot expect others to motivate you. A few inspirational professors and counselors will encourage you. But you will have to reach inside to get started. Nobody is going to push you through the library door, and no one is going to come up with a study schedule to fit your needs.

Self-motivation is one of the key factors in college success. College frequently reminds you that destiny is in your hands. Motivation is something that you can do for yourself, but others cannot do it for you. It is the result of a highly personal contract that you make with yourself to accomplish a certain goal. Successful students have these "inside contracts" they carry around. In this chapter, you will learn where these "inside contracts" come from.

MOTIVATION QUESTIONNAIRE

Based on your experience in school, what has motivated you to learn, to work, to achieve?

Before each statement check off [\/] only what has been a source of motivation for you.

I - Level

What motivated you most?

_____ 1. "When I have enough money to pay for school."

_____ 2. "Enough time to relax and enjoy my free time."

_____ 3. "Somebody to help me with remedial math."

_____ 4. "When I feel on top of the world."

_____ 5. "When I am not worried about my health."

_____ 6. "Somebody to help me with my writing."

_____ 7. "When I can buy books, clothes, pay for fare."

_____ 8. "When my family has enough food, enough medicine, can pay the rent."

Total Ist - Level Needs Score =

II - Level

_____ 1. "When the teacher is fair."

_____ 2. "Teacher explains clearly the subject matter."

_____ 3. "Having a well-organized professor with clear objectives."

_____ 4. "A teacher who is in charge of the class."

_____ 5. "A teacher who goes through the assignments for us to understand."

_____ 6. "A teacher who prepares us for a test."

_____ 7. "A teacher who is strict with everybody."

_____ 8. "When there is not so much noise, so that everybody can learn."

Total IInd - Level Needs Score is =

What motivated you the most?

III - Level

_____ 1. "Having a teacher who cares."

_____ 2. "Teacher wanting to know each student."

_____ 3. "Teacher never giving up on me."

_____ 4. "Having a professor recognize me on campus when I wasn't in class."

_____ 5. "Parents caring about me."

_____ 6. "A teacher who does not 'cut me down.'"

_____ 7. "A teacher who takes time to answer my question."

_____ 8. "A teacher who gives me tips for improving."

Total IIIrd-Need Level Score is =

IV - Level

_____ 1. "Getting good grades."

_____ 2. "Getting on honor roll."

_____ 3. "Praise for a term paper."

_____ 4. "Doing well on tests."

_____ 5. "Being given an award for good work."

_____ 6. "Teacher who listens to my questions."

_____ 7. "Teacher who respects my answers."

_____ 8. "Not wanting to disappoint the teacher."

Total IVrth-Need Level Score is =

V - Level

_____ 1. "My wanting to learn and understand."

_____ 2. "My own satisfaction from doing well."

_____ 3. "Knowing how to do the work -- well."

_____ 4. "Teacher explaining well so I enjoy the subject."

_____ 5. "Being given unusual responsibility in class."

_____ 6. "Teacher being strict so that we accomplished more."

_____ 7. "Teacher who encourages me to do a project I am very much interested in."

_____ 8. "Teacher who allows us to express our opinions, no matter how silly these ideas may be."

Total Vth -Need Level Score is =

Modified version of Motivation Questionnaire from Bragstad, B.J. & Stumpf, S.M. (1982). A Guidebook for Teaching Study Skills and Motivation. Boston: Allyn & Bacon.

MASLOW'S CATEGORIES APPLIED TO STUDENT NEEDS

NEEDS CATEGORY	STUDENT NEEDS
Physical: Basic needs for	Money for tuition, board, etc. Food quality at the cafeteria. Recreational time. Remedial programs.
Safety: Economic and Psychological.	Dorm and classroom conditions. Campus security. Adequate access to health care. Health insurance. Counselor availability
Belonging: Social companionship	College size Extra-curricular activities. Fraternities, clubs, etc. Peer associations. Faculty-Student interactions. Field trips. Spring break trips. Acceptance in the group.
Esteem: Ego needs.	Advancement based on academic performance. Status. Positive feedback re: academic activities. Respect from peers and professors. Becoming respected in the field.
Self-Actualization:	Unique accomplishments (awards). Freedom of expression in and out of class. Increasing responsibility. Independence of action. Initiative in setting goals and standards. Intellectual stimulation. Growth potential (physical and mental).

LEVEL OF NEEDS CONCEPT APPLIED

1. "I don't see anything wrong with copying from somebody on a test in Psychology 11 if I can get away with it. Besides, if I don't pass this course, I will be on academic probation and then I'll be in real trouble."

   The student's need concept -- SAFETY/SECURITY --is a function of staying in school.

2. Mother says:"Why, in spite of all we have taught you about right and wrong and the dangers of alcohol, did you drink and get arrested for it?" The son says:"The other fellows were all drinking and I knew if I didn't they wouldn't be my friends anymore. There really isn't any other reason."

   The student's need concept -- LOVE/BELONGING -- is a function of "going along" with his friends.

3. "I feel ten feet tall! I just got my grade in Bio 23 and I got an A!

   The student's need concept -- SELF-ESTEEM -- is a function of getting good grades.

4. "I'm a failure. Even my own wife and children will tell you that. I've never been able to keep a job or support my family or anything. If it hadn't been for welfare, I don't know what would have happened to us."

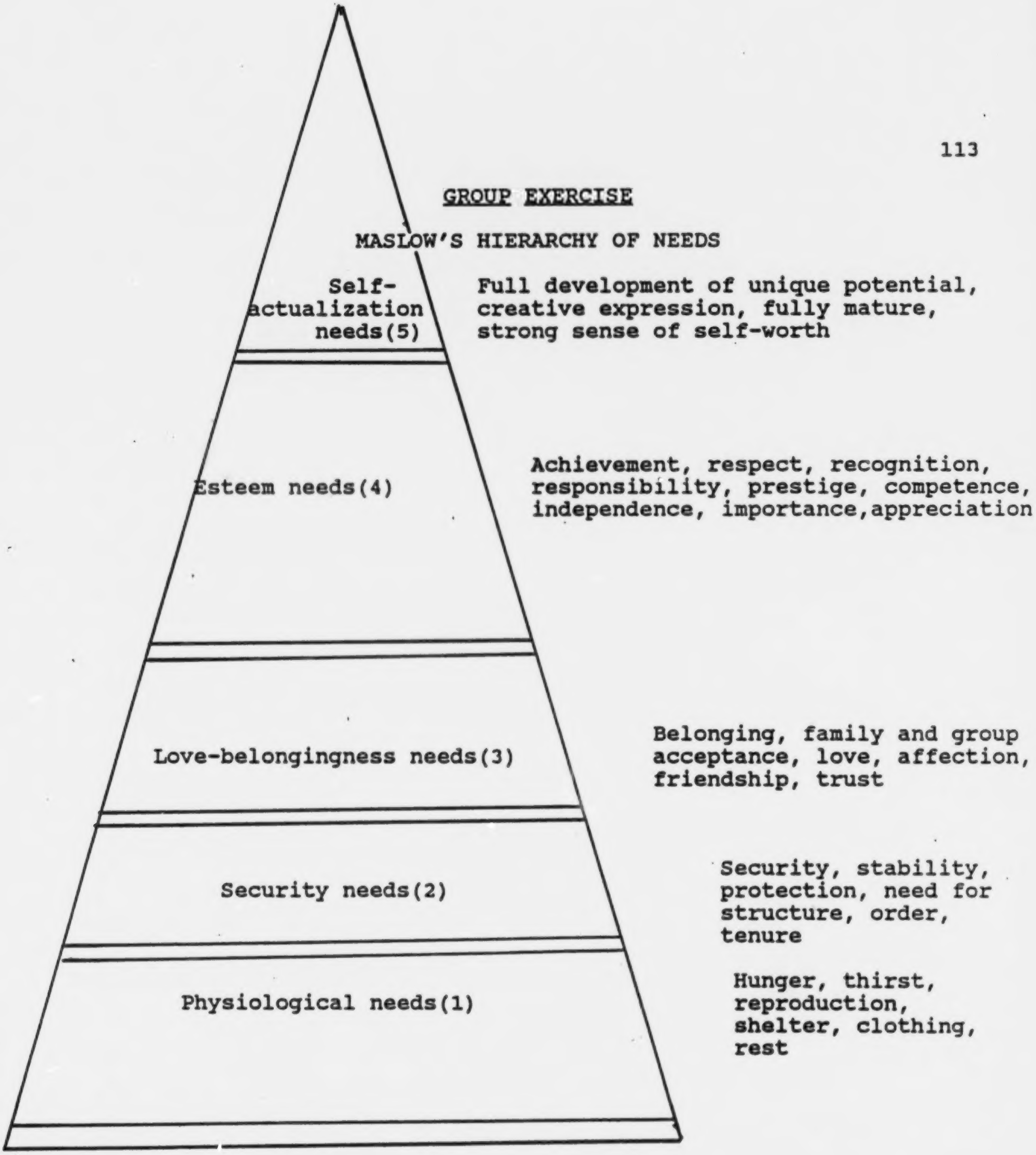
   This man's need concept -- SELF-ESTEEM -- is a function of keeping a job and supporting one's family.

5. "It's really important to do your homework for that class. The teacher calls on everyone every single day and, boy, does she get mad at you if you aren't prepared?"

   The student's need concept -- SAFETY/SECURITY -- is a function of doing one's homework.

GROUP EXERCISE

MASLOW'S HIERARCHY OF NEEDS


Self-actualization needs(5)
Esteem needs(4)
Love-belongingness needs(3)
Security needs(2)
Physiological needs(1)

Full development of unique potential, creative expression, fully mature, strong sense of self-worth

Achievement, respect, recognition, responsibility, prestige, competence, independence, importance, appreciation

Belonging, family and group acceptance, love, affection, friendship, trust

Security, stability, protection, need for structure, order, tenure

Hunger, thirst, reproduction, shelter, clothing, rest

Directions: Move up and down the ladder according to (1) first -ranked level need; (2) second-ranked level need; and, (3) third-ranked level need going by your score on the MOTIVATION Questionnaire pp.108-110.

GROUP DISCUSSION

1. A mechanic's friend bring him his late-model car and asks him to see if he can find out what is wrong with it. The friend has returned the car to the dealer for service five times, but it still isn't working properly. The mechanic never worked on a car of this model and year. He agrees to try to fix his friend's car. Before he starts to work on it, he buys and studies a mechanic's manual for that kind of car. Why did the mechanic do that?

   The mechanic has the need concept of ____________________which is a function of______________________

2. The student is in a calculus class where the teacher and his classmates are using symbols he does not know. He is, therefore, unable to participate in class or even follow the instruction. He goes to the library and borrows some elementary books in calculus. Why does he do this?

   The student has the need concept of ______________________which is a function of ____________________.

3. Sonia is spending one year studying in Spain. During the summer preceding her year abroad, she spent her time reading about the people, the culture and the history of the country she was to visit. Why did Sonia do that?

   Sonia has a need concept of ____________________which is a function of____________________

4. A man's son has a keen interest in botany. The boy comes to his father for help in classifying certain kinds of leaves. The father knows very little about the subject. The father borrows books on leaf classification from the library and studies them. Why did the father do that?

   The father has a need concept of ____________________ which is a function of ____________________.

5. Although Marion has completed the maximum number of years of college preparation for which a teacher may receive a pay increment, she gives up her summer vacation every other year and returns to college classes. Why does Marion do this?

   Marion has a need concept of ____________________ which is a function of ______________________

****

SUCCESS PORTFOLIO: Do your Success Contract VII on what motivates you to learn, to work, to study. You will experience "success" when you will have been able to determine the levels of needs that motivate you most often in your study and in your work.

ASSIGNMENT: Read Chapter X - TRANSACTIONAL ANALYSIS - pp.119-127: Three Ego States; Transactions; Game Stoppers; Specific Hints; Jamming It: Or Refusing To Play The Game.

Fill out the GAMES PEOPLE PLAY pp.117-118 in preparation for Success Contract X: Transactional Analysis.

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CHAPTER TEN

TRANSACTIONAL ANALYSIS

The developed mature person can move from a caring parent to a rational adult to a fun child without difficulty. Other people are not able to do this.

Some people with rigid boundaries continually criticise others, advise others or take care of others - the Constant Parents.

Some people continually analyze, live only with facts, distrust feelings - the Constant Adults.

Some people operate with strong feelings all the time - consumed with anger or aggression or guilt, constantly clowning, always seeking fun or looking for kicks, or feeling helplesss, dependent, or impotent - the Constant Child.

It is a useful first step toward developing a mature, successful students to find out whether we are Constant Parents or Constant Adults or Constant Children.

GAMES PEOPLE PLAY

Below are the most common games played by most people. Rate yourself according to the following scale:

1 Unlike Me
2 Somewhat Like Me
3 Very Like Me

GAMES PEOPLE PLAY	DESCRIPTION			
1. AIN'T IT AWFUL	Social pastime, the gripers favorite. Don't want solution, they want to complain - when you try to solve the problem they'll find new ones (ain't it awful) players want to keep it awful so they can get strokes by griping about it.	1	2	3
2. WOODEN LEG	"How can you expect a kid like me from a broken home to be on time" - watch out for "how can you expect," they want sympathy, (trying to hook a Parent to tell them:"it's OK, you don't have to do it").	1	2	3
3. BLEMISH	Put downs, find a flaw in someone and really lay into him/her. Stereotypes etc. Used to avoid involvement and hide your own flaws.	1	2	3
4. STUPID	Play dumb, manipulate others by "not knowing." "I dunno," does dumb things by "mistake," needs an audience - someone to persecute or rescue them, gets strokes for being dumb and doing stupid things.	1	2	3

GAMES PEOPLE PLAY	DESCRIPTION			
5. POOR ME	"Why does this always have to happen to me?" (because they ask for it!). Self pity, wants a Parent to give sympathy to rescue them, they enjoy (get strokes) being bad.	1	2	3
6. KICK ME	Provoke others to put them down (by doing sloppy work, failing to carry out important tasks, coming late to class, consistently missing deadlines).	1	2	3
7. YES BUT	Designed to make others feel inadequate, no solution is good enough. They want a Parent to tell them what to do so they can say "yes but..." They will keep doing their thing until no one "plays" with them anymore.	1	2	3
8. COPS AND ROBBERS	"What would you do if I came to class stoned," played by get nowhere people to get noticed permanently as possible. Getting caught is a good payoff (strokes) - lots of attention focused on "badness." This is like "hide and go seek" - the fun comes in getting caught so you can prove how tough you are.	1	2	3

TRANSACTIONAL ANALYSIS

TRANSACTIONAL ANALYSIS (T.A.) is a tool that can help us understand how to relate to other people. It is a practical system for analyzing behavior by identifying the games people play, why they play them, and how to stop them.

THREE EGO STATES

T.A. views everyone's personality as being made up of aspects or ego (self) status. You could think of it seeing yourself as one person with three separate people inside of you. Each of these three is you - at different times. These three ego states are called: Parent, Adult, and Child. Notice that each of these words are spelled with a capital letter. Parent, Adult, and Child ego states have nothing to do with age or actual parents, adults or children. These words with their capital letters, P, A, C refer to the three "people" inside all of you that all tell you what to do, how to act, as well as help you do it. Each is like a captain of a team who makes decisions for us. It is very useful to know which ego state you are in ("where you are coming from") as well as the ego state others are in when you are talking to them. To find out "who is" talking, listen to your own words and those of others.

For in-depth discussion of Ego states see Thomas A. Harris. (1973). I'm Okay, You're Ok. New York: Harper & Row.

	PARENT	ADULT	CHILD
Sample Words and Phrases	Should, don't, ought always, never, if I were you, be good, there there, because I said so.	How, when, who, alternative, probability, test it, have you tried this, Yes, No.	Can't, won't, want, I'm scared, it's your fault, nobody loves me, do it for me, look at me.
Gestures and Postures	Pointing finger, pat on the back, pounding table, tapping feet impatiently, shaking head.	Straight posture, level eye contact, pointing something out with arm or finger.	Slumped, dejected batting eyelashes, curling up, nail biting.
Tone of Voice	Sneering, condescending, encouraging, sympathetic.	Calm, inquiring, confident, clear.	Giggling, whining, swearing, sulking, teasing, playful.
Facial Gestures	Scowl, furrowed brow, set jaw, smile, loving, hostile, disapproving.	Thoughtful, watchful, alert eyes.	Tearful, pouting, downcast eyes, joyful, wide-eyed, helpless.

The Parent state has three parts to it each with a constructive and destructive side.

Constructive	Destructive
The Nurturing Parent	The Rescuing Parent
The Standard Setting Parent	The Prejudiced Enforcing Parent
The Controlling Parent	The Persecuting Parent

If we incorporated in our childhood from the impact of parental behavior on us, good feelings, of nurturing, controlling and standard setting, then this will normally be reflected in our Parental state. But we will also have incorporated from parent figures various negative feelings which come out in persecution, arbitrary and unreasonable rule making, and rescuing (that is, gestures of support which have no real substance to them but make the Parent feel he has done his duty). It must be emphasized that our Parental behavior when we are adults does not have to be directed toward children: it can be directed toward other adults.

The Adult state, apart from its computer function of observing, collating data, thinking, weighing probabilities, also tests Parent's beliefs and attitudes and Child feelings for their appropriateness to the current here and now situation. The Adult when it is functioning is always keeping in touch with and assessing data from the Parent and Child. Unfortunately the Child or Parent often blots out the Adult.

The Child State has three parts to it:

The Free Child (sometimes called the Natural Child) is that part which is the very young, impulsive, untrained, expressive infant still inside each of us. It is the self-centered, pleasure-loving baby which responds with cozy affection when its needs are met, and angry rebellion when they are not.

It is affectionate, impulsive, sensuous, uncensored and curious but also fearful, self-indulgent, rebellious and aggressive. Many adults repress their Free Child as much as they can, and conversely exaggerate the Parent.

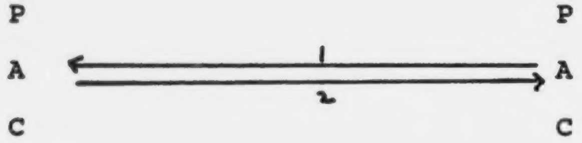
The Adaptive Child shows a modification of the Free Child's inclination in the light of various experiences and particularly of demands from various authority figures such as parents. The child learns to be co-operative, to share, to be obedient, to apologize, to withdraw. The Free Child says, "I love" and "I feel"; the Adaptive Child says, "I'm sorry" "Yes, I will."

The third state is oddly known as the Little Professor. This is the unschooled wisdom of the child. It is that part of the Child state that is intuitive, manipulative, operating on hunches, the part that knows when to cry, when to look pathetic, when to be winsome, in order to get what he wants.

TRANSACTIONS

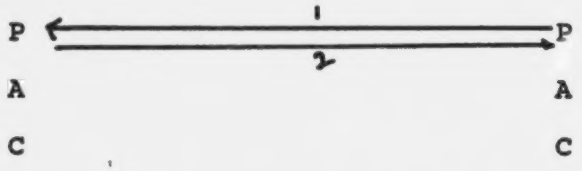
A. "From the results of the interest survey you took, it looks like you might enjoy being an engineer."

B. "That's one of the jobs I've been thinking about, but I am not sure if I have the right aptitudes."



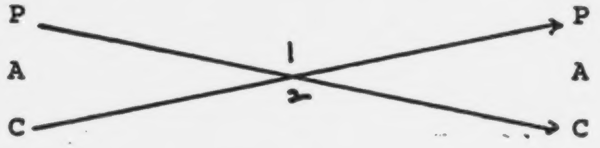
A. "Don't you know you should be planning for your future?"

B. "You're right, I have been putting that off. How can you help me?"



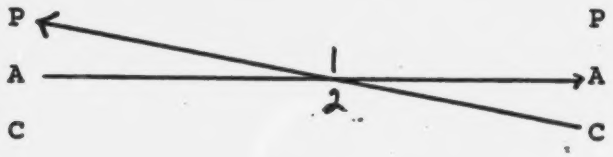
A. "I hear from your supervisor that you've been coming late to work."

B. "What about him? He's never on time."



A. "I can't ever do these forms right. Wow man, would you fill it out for me."

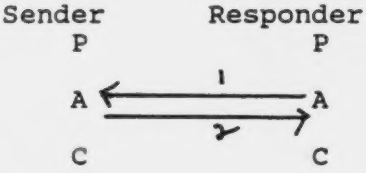
B. "I can see that this form is giving you a bad time. What exactly is it you don't know how to do?"



Some Transactions are Complementary

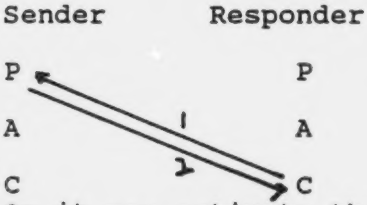
Complementary transaction occurs when a message, set from one ego state, gets the expected response from a specific ego state in the other person. In this case the lines of communication are open.

For example:



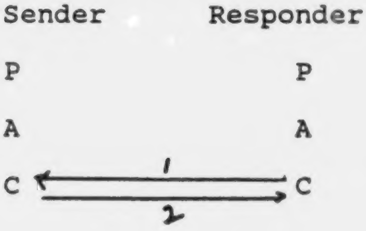
1. "Do you know where your career center is located?"
2. "No I don't. I haven't needed to use it."

The same initial question can be asked with a minor change of words, and different gestures, facial expression, tone of voice, etc., and elicit a different response. For example, a statement originating in one person's Child ego state frequently brings out the Parent ego state in another.



1. (With a worried look) "You know where the career center is, don't you?"
2. (Sympathetically) "No I don't need to use it yet."

Or it may activate the Child in another:

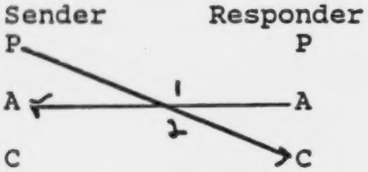


1. (With a sarcastic look) " I bet you don't even know where the career center is."
2. (With an angry look) "No and I don't need to."

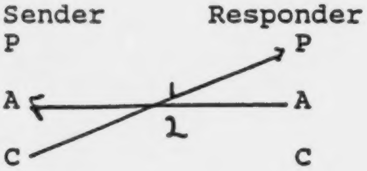
Some Transactions are Crossed

Crossed transactions are a frequent source of resentment between people. When two people stand glaring at each other, turn their backs on each other, are unwilling to continue transacting, or are puzzled by what just occurred between them, it is likely that they have just experienced crossed transaction.

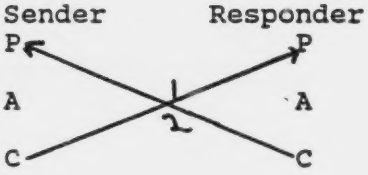
For example:



1. "Do you know where my check is?"
2. (Critically) " I told you before, can't you remember anything?"



1. "Do you know where my check is?"
2. (Whining) "Why ask me? You're supposed to know that."



1. "Would you please pick up the check. I'm too tired."
2. "Well, I'm tired, too. I was out late last night."

Crossed transactions occur whenever an unexpected response is made to the stimulus. An ego state is activated unexpectedly and the lines of transacting between the people are crossed. At this point, people tend to withdraw, turn away from each other, or switch the conversation in another direction.

GAMES STOPPERS

When your awareness has keyed you into what's going on and you've listened to the language being used by both yourself and others, you have taken an important first step (you are in your Adult - you haven't allowed your Child or Parent to become "hooked"). It is also useful to pay attention to your feelings - you will know when the interaction isn't going right. You are now ready to ask yourself three critical questions.

1. What's going on Here? What kinds of language is the other person using. Can you see a "game" beginning to take shape?

2. What do I Need to do for Me? What are your expectations? Have you been "hooked" by an angry Parent? A complaining Child? Be direct and assertive.

3. How do I Need to Respond? Don't do what they expect. Do not play into the game, stay in your Adult - check out what you need to do and do it. Ask yourself what kind of response are they trying to get from me - Don't Give It.

Ideas That Will Help

*Don't play the roles - be yourself

*Stop discounting yourself and others (you are an important person!)
*Learn to give and accept positive strokes

*Hook their Adult by asking questions, making "I statements, paraphrasing, etc.

*Ask them what they want/need directly

Three Common Mistakes

1. Rescuer - doing it for them, feeling sorry for them, it takes the responsibility away from the other person and puts it on you.

2. Persecutor - "Please punish me," relieve my guilt by punishing me, "yell at me," "tell me" etc., all things to take away responsibility.

3. Victim - "It's all your fault," "you made me do it," "If it wasn't for you," "see what you made me so" etc.

SPECIFIC HINTS

1. Hold the Parent and Child in check while Responding

   (a) Avoid Adapted Child responses which usually result from admonishing.

   (b) Avoid discounting, negative strokes and put downs.

2. Help the other satisfy his Parent.

   Establishing specific standards of work helps those whose Parent hounds them on to endless activity or with unachievable standards of perfection.

3. Use the Child to empathize.

   Use Child (and Adult) to convey a sense of understanding the other's feelings and perspectives.

4. Enlist the other's Adult.

   Careful questions can prompt a recognition of unrealistic wishes, aspirations, values, expectations, and fantasies, leading to awareness and commitment.

5. Listen to messages from the Child

   "I can't," "I should," "I try but," signal their origins in the Child, revealing self-image, hopes, fears, doubts, and an isolation from the Adult.

6. Hook the Little Professor

   Find ways of offering tasks and responsibilities which allow expressions of creativity. This will also counter the evasive strategies of the manipulative Child trying to get its own way.

7. Stroke for being as well as doing.

   This fulfills the need to be recognized as a person and not just for what is done in task-related transactions and activities.

8. Keep transactions straight.

   When reprimanding separate the person from the act. Concentrate on the behavior and not the personality or presumed attitudes (i.e. use the Adult instead of the Parent). It also disarms the Child response of a perceived threat to self esteem.

JAMMING IT: OR REFUSING TO PLAY THE GAME

1. AIN’T IT AWFUL	What do you intend to do about it?
2. WOODEN LEG	Be sympathetic to feelings and still insist on the job being done, state expectations, offer options. Remember this person is capable; do not rescue him.
3. BLEMISH	Stay in your Adult position. Be clear, don’t agree or play along. Ask the Blemish player: "What’s bothering you?" "Why do you need to put down others?" Shift the focus on him.
4. STUPID	Don’t rescue or persecute: "watch for the smile..." Do not think for them, affirm their capability - give no strokes (positive or negative) for playing dumb. Do not parent them. "I know you can do it, come back next week and we’ll talk after you’ve done it."
5. POOR ME	Stay in your Adult and do not give any sympathy. Question. Make "I" statements "I see you feeling upset, what do you intend to do about the situation?" Offer options and support. Don’t take the responsibility away from them.
6. KICK ME	Stay in Adult position. Do not persecute.
7. YES BUT	Refocus the attention, "You do have a problem, let me know what you are going to do about it." Do not give more options or solutions until they are ready to listen.
8. COPS AND ROBBERS	Do not rescue or persecute. Do not play, "I told you so", or, "See, what you’ve done." Stick to the issue, leave responsibility with them.

GROUP EXERCISE

I. Adult-Adult Transactions

In the following examples of transactions, there is first an Adult to Adult transaction, and then to make clear the difference, add a Parent and a Child response:

1. Dean of Students to Coordinator of Counseling

"Is that report ready yet?"

"Yes."

(Alternative Parent and Child Answers)

P:

C:

2. Instructor to fellow Instructor:

"When is the department meeting?"

"2:00 pm this afternoon."

P:

C:

3. Secretary to Associate Dean:

"Where is the minority projects file?"

"In the gray cabinet, top drawer."

P:

C:

II. Child-Child Transactions

In the following examples, Child to Child transactions are given. In each example, two other responses follow. Supply the Parent Response and Adult Response for each example.

1. Instructor to Instructor

"I hate teaching that remedial class - I usually don't get with them."

"Oh, I think they are rather fun."

Alternative Responses

P:

A:

2. New Secretary to Head of the Department

"I really do like working for you."

"The pleasure is all mine."

Alternative Responses

A:

P:

3. Secretary to Secretary

"Why am I always left to do everything on my own?"

"I don't know - why ask me?"

Alternative Responses

A:

P:

III. Parent-Parent Transactions

In the following examples, Parent to Parent transactions are given. For each of the three examples that follow, supply the Adult response and the Child Response.

1. Two Heads of Department talking about the Dean

"They say he drinks a lot."

"I knew it was something like that."

Alternative Responses

A:

C:

2. Two secretaries in the Bursar's Office

"You wouldn't believe it, but the Registrar's son got that lecturer's job here."

"Same old story."

Alternative Responses:

A:

C:

3. Head of Department to Dean:

"In the old days, you could rely on getting more grants."

"Those days are gone forever."

Alternative Responses:

A:

C:

GROUP DISCUSSION

CASE 1 Wendell's problem started the first day of class. Professor Queen, a rather rigid and authoritarian individual, became irritated when Wendell asked what he though was a very reasonable questions. From that moment on, he felt Mr. Queen was conducting a personal vendetta against him. Was it the way Wendell had asked the question? The question itself? Or was it because he was older than most students and perhaps a threat to the professor? At any rate, there was no letup. Wendell was called upon frequently to answer difficult questions and was then cut short before he could come up with the right response. As the situation became more and more tense, the other students began to notice the conflict.

What kind of TA GAME is being played here? How do you JAM it?

CASE 2 Sally, a business marketing major, is constantly irritated by her accounting teacher, Mrs. Wide. The teacher's voice is loud and raspy. She has a nervous laugh, and she frequently refuses to answer questions. Her brusque impatience is humiliating to those who need more time to learn. The situation has become so disturbing that Sally is finding it difficult to concentrate in class and, as a result, is not doing well on the frequent tests.

What kind of TA GAME is being played here? How do you JAM it?

CASE 3 Mr. George's history lectures are so boring that Tony has a hard time staying awake in the afternoon class. Although Mr. George obviously knows what he is talking about, he is more a historian than a teacher. Much of the time he reads from his notes or the text and seldom permits questions. Yesterday, Tony inadvertently discovered that Professor George does not record or require attendance and that many students pass his examinations by simply reading on their own. Tony decided to try this approach. Instead of going to class, he would read in the library. Another student promised to tell him in advance about any special assignments or examinations that come up.

What kind of TA GAME is being played here? How do you JAM it?

CASE 4 Rose is having a very difficult time trying to interpret her psychology professor. He is very erratic and unpredictable. Sometimes his classes are really enjoyable, but at other times he treats everyone like little children. On two occasions he has become very emotional over trivial incidents and often becomes very defensive when asked questions. In several instances he has opened the class by being very solicitous over his poor behavior during the previous session. Rose is beginning to wonder if her psychology professor needs some help himself.

What kind of TA GAME is being played here? How do you JAM it?

CASE 5 Ralph had applied himself diligently to his beginning accounting class so that he could demonstrate to his father (a highly successful CPA) that he was on the right educational track. He did so well that he went into the final examination with an A grade. But when course grades were posted, Ralph received a B. He was so upset that he immediately made an appointment to see the professor, who was rude to the point of asking Ralph to leave her office.

What kind of TA GAME is being played here? How do you JAM it?

****

SUCCESS PORTFOLIO: Do Success Contract X on transactional analysis. You will experience "success" after you have determined the "game" you most often play and how to stop the game that often works against you.

ASSIGNMENT: Read Chapter XI - VALUES - pp.136-137: Values, and Values Applied.

Fill out MIRACLE COUNSELORS checklist p.135 in preparation for Success Contract XI: Values.

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UNIT III

CAREER AWARENESS

College is the best possible place to explore, test, evaluate and challenge the world and yourself, to search for new understandings, and a new identity as a person.

You must discover what you hope to do with your life so that you can get on the the right educational track as soon as possible. Otherwise, you may incur two disadvantages. First, you may enroll in courses that prolong your college days unnecessarily because they do not lead to a career goal. Second, if you do not find a motivating career goal, your chances of dropping out of college are doubled. Research shows that students who have clear, realistic, career goals stay in college longer and achieve better results.

Unit III will help you decide where you stand in relation to your career goals. Unit III will help you search your values (Chapter XI), interests (Chapter XII) and abilities (Chapter XIII). You will also find that career planning requires decision-making (Chapter XIV) and goal-setting (Chapter XV).

CHAPTER ELEVEN

VALUES

Nothing could be more vital to your life than to engage in career search of some kind before you enroll in new courses next semester. You must search longer and more deeply if you are to make the best career choice.

Sooner or later you must adjust your career choice to your personal values. Do you wish to devote your life to the service of others? How important is money in your planned life-style? Can you be happy working for a large company, or should you explore a career where you can be independent? Looking at your own family background and your personal history may give you some important clues about your values. You are sure to be unhappy if you pick a career that is in complete disharmony with your values. To be a successful student, you must do your best to select a goal as compatible with your own ideals as you can.

THE MIRACLE COUNSELORS

A group of fifteen expert counselors, considered miracle workers by those who have used their services, have agreed to provide these services to you. Their extraordinary skills are guaranteed to bave 100 percent effective. It is up to you to decide which three (3) of these counselors can best provide you with what you want. The expert counselors are as follow:

____ DR. DORIAN GREY - A noted plastic surgeon, he can make you look exactly as you want to look by means of a new, painless technique. Your ideal physical appearance can be reality. You can even be shorter or taller.

_____ BARON VONBARRONS - A college placement and job placement expert. The college or job of your choice, the income of your choice, will be yours!

_____ JEDEDIAH METHUSELAH - Guarantees you long life (to be the age of 200) with your aging process slowed down. It will be an active, challenging life.

_____ DR. JOHNSON - Expert in the area of sexual relations; he guarantees that you will be the perfect male or female, will enjoy sex, and will bring pleasure to others. You will be daring and creative.

_____ DR. YIN YANG - He will provide you with perfect health; and make you practice the virtues of honesty and truthfulness throughout your life.

_____ DR. KNOT GINOTT - An expert in dealing with parents, he guarantees that you will never have any problems with your family again. They will accept your values and your behavior. You will be happy and secure with your family.

_____ STU DENPOWER - An expert on authority, he will make sure that you are never gain bothered by authorities. His services will make you immune from all control that you consider unfair by your parents, the school, the police, and the government.

_____ "POP" LARITY - He guarantees that you will have the friends you want now and in the future. You will find it easy to appraoch those you like and they will find you easily approachable.

_____ DR. CHARLIE SMART - He will develop your common sense and your intelligence to a level highest in the class. You will be able to make a lasting contribution to the world.

_____ ROCKY FELLAH - Wealth will be yours. You will earn over a million dollars within weeks.

_____ DWIGHT D. DEGAWL - This world famed expert on leadership will train you. You will be listened to, looked up to, and respected by those around you.

_____ DR. OTTO CARNEGY - You will be well-liked by all. You will never be lonely. A life filled with love will be yours.

VALUES

VALUE: that which is desirable or worthy of esteem for its own sake;
thing or quality having intrinsic worth.

COMFORTABLE LIFE (= BARON VONBARRONS)
Security for self and family

POWER (= DWIGHT D. DEGAWL)
Conrol, authority or influence over others

HONESTY (= DR. YIN YANG)
Sincere, truthful, straightfowardness of conduct

HELPFULNESS (= DR. OTTO CARNEGY)
Regard for or devotion to the interest of others;
Concern for the welfare of others

INDEPENDENT - AUTONOMOUS (= STU DENPOWER)
Self-reliant, self-sufficent, self determining

SENSE OF ACCOMPLISHMENT (= DR. CHARLIE SMART)
Lasting contribution to world and society;
A life well spent

WEALTH (= ROCKY FELLAH)
Material possessions or resources; money

IMAGINATION (= DR. JOHNSON)
Daring, creativity

PLEASURE (= DR. JOHNSON)
An enjoyable, leisurely life; doing what you desire in leisure time

RECOGNITION (= DWIGHT D. DEGAWL)
Being made to feel significant and important for deeds done, accomplishments; awards won

FAMILY TIME (= DR. KNOT GINOTT)
Time to spend in family activities and home life

PHYSICAL APPEARANCE (= DR. DORIAN GREY)
Concern for appearance of one's body and style of dress

LOVE (= "POP"LARITY)
Affection, affirmation and aid to others

EXCITING LIFE (= JEDEDIAH METHUSELAH)
An active, challenging life

VALUES: CASE APPLICATIONS

1. Susanna: "I like my job as an electrician, because it allows me to use both my hands and brain. Also, I'm learning a skill I'll have for the rest of my life, and it pays me a lot more than being a secretary. Best of all, I'm my own boss and people respect me. I don't feel helpless any more when it comes to tools or doing things with my hands."

VALUES: Comfortable life; independence.

2. Janelle: "The good thing about my secretarial job is that I feel like I get things done. I see a letter I've typed in its finished form. Another thing is that I don't take my work home with me; once 5 p.m. rolls around, I don't have to think about my job at all until the next day. My leisure time is my own. I like it that I'm good and careful with my work.

"I don't like the fact that I'm not given enough responsibility or respect. Also, I'm not paid very well, and I resent the fact that I'm never supposed to be late for work, yet my boss can come in or leave when he wants, which usually means coming in at 10 and leaving at r."

VALUES: Sense of Accomplishment; recognition.

3. Deborah: "The best thing about my job as a nurse is that I feel I'm really helping people. I'm needed. Also, I have a skill that is helpful in other parts of my life. It's true that the hours are sometimes bad, but to me that's not as important as the good things."

VALUES: Helpfulness; love.

4. Valerie: "I need a job that still lets me spend time with my children, who are pretty young. Also, I want a job that prepares me for getting a full-time career when my children are a little older. I want a job that could pay me a lot of money in the future, though maybe not right now. My parents never had enough money and I don't want to have to worry like they did.

VALUES: Family time; comfortable life.

GROUP EXERCISE

The Alligator River: The Cost of Getting Across

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with a man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she could consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. Heart-sick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought our Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Rank each character from (1) least immoral to (5) most immoral. Give your reason for your ranking.

ABIGAIL:.....................

GREGORY:.....................

SINBAD:......................

IVAN:........................

SLUG:........................

Source: Simon, Howe and Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Rev. ed. New York: A & W Visual Library, 1974.

GROUP DISCUSSION

1. One thing that I did like about working in the supermarket was that there was always someone to talk to. A lot of people I knew shopped there and we'd talked.

   Value:____________________________

2. The job was not what I expected. I at least expected it to be stable and steady, where I could sort of count on having work to do and money coming in.

   Value:____________________________

3. It is going to be difficult for me to accomplish this because there won't be anyone over my shoulder all the time telling me what to do.

   Value:____________________________

4. If I could find a job that I could be happy with, I could improve our old home and sort of leave my parents set up to where they can be comfortable.

   Value:____________________________

5. One thing about the job that I didn't like was if there wasn't any work to do, they still wanted you to look busy, you know, dust the shelves or something again. It was real boring where there was nothing useful to do.

   Value:____________________________

6. I thought maybe I was falling behind at work so I asked the manager. He said no. I had to pound and keep on pounding him until I finally got my raise.

   Value:____________________________

7. They weren't fair. I worked twice as hard as everyone else in the store, and did better work, too. But everyone else got raises in a couple of months, and I didn't get one for a year.

   Value:____________________________

8. I find if I plan my time well enough in my job I get something done, then I don't feel so bad wasting a little time. But I waste a lot, then I don't like it.

Value:____________________________

9. Well, my first job was a filing job in an office. I did nothing, but file all day. I felt like a machine could do just as well as I could, you know, without any training or anything.

Value:____________________________

10. When I had a job working with invoices, which was a varied job, it was a little better. I always had the feeling that there was, I don't know, something better to work for than just get up, go to the office, and come back. Something higher.

Value:____________________________

****

SUCCESS PORTFOLIO: Do Success Contract XI on your values. You will experience "success" as you are able to match at least 3 occupations with your Values profile.

Read the BCC Catalogue for the CORE courses of your particular curriculum. Read the description of these CORE courses. Pay particular attention to the pre-requisites and co-requisites to these CORE courses. Then, make a tentative list of the CORE courses you plan to take next semester.

ASSIGNMENT: Read Chapter XII - INTERESTS -pp. 144-146: Interest Profiles; and Interests Applied to Cases.

Fill out the INTEREST INVENTORY pp.142-143 in preparation for Success Contract XII: Interests.

****

CHAPTER TWELVE

INTERESTS

No one really knows why a person becomes an airline pilot rather than a salesperson, a teacher rather than a nurse. No single factor seems to be responsible. But an individual's interest in one career rather than another appears to be sufficiently important to merit attention . Although little is known about what creates interest, much is known about interests themselves.

If you find it difficult to become interested in any career or college major at this stage, or if your interest in two or more careers is not clearly distinguished, you will find this chapter very helpful.

To be a successful student, you must be in the right educational track. Interest gives direction to your career goal. You must have sufficient interest in the career goal to keep yourself on the right course without being influenced by unexpected currents (diversions). Some students have the ability to reach a goal but get lost along the way because they are not interested enough. Interests guide you toward your career goal.

INTEREST INVENTORY

Use this inventory to help you discover how your interests relate to different types of work.

Directions: Write the number on each line that tells how much you would enjoy doing each activity.

0	3	5	7	10
NO	I DON'T THINK SO	NOT SURE	I MIGHT LIKE IT	YES

1. Would you enjoy...
   - A. Preparing food in a restaurant? 1 A ______
   - B. Bookkeeping? 2 B ______
   - C. Performing in front of others? 3 C ______
   - D. Working with children? 4 D ______
   - E. Being a store clerk? 5 E ______
   - F. Typing letters? 6 F ______

2. Would you enjoy...
   - A. Working in a grocery store? 2 A ______
   - B. Being a bankteller? 2 B ______
   - C. Doing remodeling? 2 C ______
   - D. Working in a nursing home? 2 D ______
   - E. Being a sales manager? 2 E ______
   - F. Filing letters and office forms? 2 F ______

3. Would you enjoy...
   - A. Being plumber or electrician? 3 A ______
   - B. Working in a lab? 3 B ______
   - C. Singing, reading, playing music? 3 C ______
   - D. Teaching others? 3 D ______
   - E. Being a politician? 3 E ______
   - F. Working with books and records? 3 F ______

4. Would you enjoy...
   - A. Cutting and styling other people's hair? 4 A ______
   - B. Taking X-rays? 4 B ______
   - C. Working with flowers? 4 C ______
   - D. Helping others with their problems? 4 D ______
   - E. Being a TV minister? 4 E ______
   - F. Opening and sorting mail? 4 F ______

5. Would you enjoy...
   A. Being an automobile mechanic? 5 A ______
   B. Being a Data Programmer? 5 B ______
   C. Working with crafts? 5 C ______
   D. Supervising others? 5 D ______
   E. Helping people who are in trouble? 5 E ______
   F. Answering phones? 6 F ______

6. Would you enjoy...
   A. Installing carpeting? 6 A ______
   B. Being a Dietitian? 6 B ______
   C. Doing interior decorating? 6 C ______
   D. Being a lawyer? 6 D ______
   E. Helping old people? 6 E ______
   F. Being an accountant? 6 F ______

Now put the numbers you've written in these blanks and then add them together.

1A ____ +2A ____ +3A ____ +4A ____ +5A ____ +6A ____ = ____ REALISTIC OCCUPATIONS

1B ____ +2B ____ +3B ____ +4B ____ +5B ____ +6B ____ = ____ INVESTIGATIVE OCCUPATIONS

1C ____ +2C ____ +3C ____ +4C ____ +5C ____ +6C ____ = ____ ARTISTIC OCCUPATIONS

1D ____ +2D ____ +3D ____ +4D ____ +5D ____ +6D ____ = ____ ENTERPRISING OCCUPATIONS

1E ____ +2E ____ +3E ____ +4E ____ +5E ____ +6E ____ = ____ SOCIAL OCCUPATIONS

1F ____ +2F ____ +3F ____ +4F ____ +5F ____ +6F ____ = ____ CONVENTIONAL OCCUPATIONS

The number you put in each total column is your score for that type of occupations. The higher your score the better you will like that type of work.

INTEREST PROFILES

REALISTIC PERSONALITY

Realistic individuals are capable and confident when using their bodies to relate to the physical world. They focus on things, learn through their hands, and have little need for conversation. Because of their facility with physical objects, they are often good in emergencies. Their ability to deal with the physical world often makes them very independent. Realistic people sometimes get so absorbed in putting things right that they can forget about everything else.

INVESTIGATIVE PERSONALITY

The investigative type deals with the "real world" of things, but at a distance. These individuals prefer to read, study, and use books, charts, and other data instead of getting their hands into things. When involved with people, they tend to focus on ideas. Wherever they are, they will collect information and analyze the situation before making a decision. If they enjoy the outdoors, it's because they are curious, not because they enjoy rugged, heavy, physical work. Their curiosity sometimes leads them to explore their ideas to the exclusion of all else.

ARTISTIC PERSONALITY

The artistic type is creative, but not necessarily with paint and canvas. These individuals express creativity not only with material objects, but with data and systems as well. The weaver designs and makes fabric; the poet creates with words; the choreographer arranges dancers in flowing patterns. The industrialist created new systems for the flow of goods; the program planner created better delivery of services in a variety of settings. Creative people see possibilities beyond the usual. They would rather create ideas than study them. They like variety and are not afraid to experiment, but opposition doesn't discourage them for long. Artistic types focus on whatever strikes their creative fancies. Sensitivity to sight, sound, and touch will draw some of them to the fine arts, such drama, music, and literature. Others will be content just to enjoy aesthetic experiences, while still others will create news of doing things - new systems. If they like the outdoors, it is from an aesthetic standpoint. They love its beauty and its power to inspire their creativity - but not its ability to make them perspire with heavy work. Their irrepressible spirits and enthusiasm can often keep them focused on a creative project to the exclusion of all else. Not producing up to standard (their own) can plunge them to the depths.

SOCIAL PERSONALITY

The social personality focuses on people and their concerns. Sensitive to people's moods and feelings, these individuals enjoy company and make friends easily. Their level of caring may range from one person to the entire human race. Their relationships with people depend on their ability to communicate both verbally and nonverbally, listening as well as sepaking. Their empathy and ability to intuit emotional cues help them to solve people problems before others are even aware of them. They can pull people together and generate positive energy for a good cause.

ENTERPRISING PERSONALITY

The enterprising personality person is a leader who initiates projects but often gets others to carry them out. Instead of doing research, they rely on intuition about what will work. They may strike an observer as restless and irresponsible since they often drop these projects after the job is underway. But many activities would never get off the ground without their energizing influence. They have a need to be part of the "in crowd." But since their relationships center around tasks, they may focus so dynamically on the project that people's concerns go unnoticed.

CONVENTIONAL PERSONALITY

The conventional person also is task oriented, but prefers to carry out tasks initiated by others. Since they are careful of detail, these individuals keep the world's records and transmit its messages. They obey rules and they value order in the data world. Their sense of responsibility keeps the world going as they focus on the task at hand to the exclusion of all else.

INTERESTS: CASE APPLICATIONS

"...A lot of times I'll just do something at home. I like to look at car magazines, you know, where they talk about new models and test them out. Or, I'll read a book, science fiction mostly.

Interest: REALISTIC

...I like watching "Colombo" or "Matlock"--I admire the way these people make something out of the clues, figure out motives and get the bad guys...

Interest: INVESTIGATIVE

"...I saw some old friends up north for the first time in two years. aIt was nice. It was good to know that I still had these people as friends; they count on me to solve their problems, you know..."

Interest: SOCIAL

"...It is going to be difficult for me to accomplish this because there won't be anyone over my shoulder all the time telling me what to do..."

Interest: CONVENTIONAL

"...my mother was not sure I'd be good at selling things. But I told her that I always got her to see things my way. Not by doing stupid things or being disrespectful. After calm thinking, I lay out things, reason with her..."

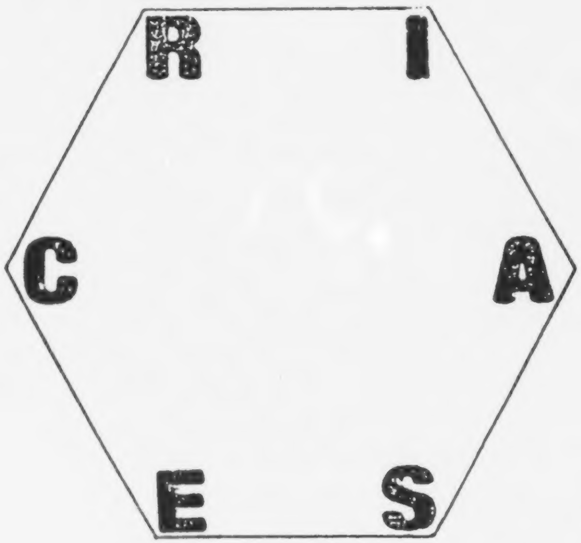
Interest: ENTERPRISING

"...I like soap operas--the stories, the suspense of what's going to happen next. Who's going to find out what? And, who's getting married and whose daugher is pregnant. Someday, I'll write for TV..."

Interest: ARTISTIC

GROUP EXERCISE

Below is a view of a room from the ceiling; in this room, a party is taking place. At this party, for some unknown reason, people with the same or similar interests have gathered in each corner. Read the description of the individuals in each corner; then follow the directions below.



R - People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

I - People who like to investigate, observe, learn, analyze, evaluate, or solve problems

A - People who have artistic, innovating, or intuitional abilities, and like to work in unstructured situations, using their imagination and creativity.

S - People who like to work with people -- to inform, enlighten, serve, help, train, develop. or cure them, or are skilled with words.

E - People who like working with people in a persuading, influencing, or performing or leading way, or managing for organizational goals or for economic gain.

C - People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.

DIRECTIONS:

1. Which corner of the room would you instinctively be drawn to, as the group of people you would most enjoy being with for the longest time? (leave aside any question of shyness) Write the letter of that corner in this box: [ ]

2. After fifteen minutes everyone in the corner you have chosen, leaves for another party, except you. Of the groups that remain, which group would you be drawn to the most? Write the letter for that corner in this box: [ ]

3. After fifteen minutes, your group also leaves for another party, except you. Of the corners and groups that remain which one would you most like being with for the longest time? Write that letter in this box: [ ].

GROUP DISCUSSION

Career Interests Statements	Themes* [A, I, R, E, S, C]
To have a job which provides many extra fringe benefits. To receive a large yearly pay increase or bonus. To have a job which provides personal comfort and good working conditions. To have ample work breaks or get time off. To be able to manage money or resources	____________
To be my own boss. To be free to make my own decisions. To be directly responsible to no one at work. To work with little supervision. To be free to vary my working hours.	____________
To be able to question the customary way of doing things. To be able to explore various aspects of a job. To discuss which of a number of alternatives better explains a situation. To believe the work I do is important or significant to others.	____________
To know exactly how my supervisors expect a job to be done. To be able to see the results of my work at the end of each day. To be able to measure how much work I have done. To know the problem on which I am working has a correct solution. To know that when I have finished a task, it is done once and for all.	____________

---

*Identify themes: Artistic, Investigative, Realistic, Enterprising, Social and Conventional.

Career Preference Statements	Themes (A, I, E, R, S, C)
To size up a person or situation for decision making. To be responsible for making major decisions which affect the work of other people. To be responsible for hiring and firing people. To coordinate the work of others. To be able to verbally influence a group of people.	____________
To know a large number of people with whom I work. To be around workers of the same age and interests. To be spoken well of by supervisors. To know and associate with fellow workers. To have other workers ask for my personal advice.	____________
To make a deal with someone. To find ways to settle an argument. To act on gut reactions. To confer with people about solving problems. To listen and bring understanding to both sides of an argument.	____________
To keep records, inventory, or charts and make appointments. To collect information, gather together materials or samples. To calculate, compute or manipulate numbers. To classify information, organize it into categories.	____________

Career Preference Statements **Themes**

(A, I, E, R, S, C)

To move something into place, remove or repair.
To examine, inspect and handle with precision. __________
To groom, make up, or work over things.
To work, smooth out, grind, stress, press materials and products.

To help someone or be of service to others.
To offer support or motivate others.
To take orders for service or wait on people. __________
To care for or heal others, e.g., physical or emotional ailments.

To do my best work the room must be free of distractions.
To have an established daily routine.
To have chores done on a regular schedule. __________
To arrange my time so that each task would be done at the same time every day.
To allow me to work on one task at a time.

To be physically active.
To participate in outdoor sports.
To have hobbies and interests involving muscular coordination. __________
To be involved in doing something active.

****

SUCCESS PORTFOLIO: Do Success Contract XII on your career interests. You will experience "success" as you match occupations with your Interest profiles.

Read BCC Catalogue on the AREA OF STUDY courses you need in your particular curriculum. Read the description of these AREA OF STUDY courses. Pay particular attention to the pre-requisites and co-requisites to these AREA OF STUDY courses. Then make a tentative list of the AREA OF STUDY courses you plan to take next semester.

ASSIGNMENT: Read Chapter XIII - SKILLS - pp.159-160: Skills and Skills: Case Applications.

Fill out the BECOMING AWARE OF YOUR SKILLS questionnaire pp.153-158 in preparation for Success Contract XIII: Skills.

****

CHAPTER THIRTEEN

SKILLS

If you have considered investigating the training required for a specific career but have serious misgivings, you should consider the abilities or skills needed to succeed in that career field.

This chapter will assist you in choosing one career path over another. Nobody can decide for you but this chapter might save you much wasted effort by warning you away from one path that you might find too difficult or by encouraging you to explore a path that looks very promising based on your abilities.

If you understand yourself and can anticipate the problems a specific career might pose for a person of your abilities, you can either prepare yourself to meet these problems or shift to a more promising area where your adjustment would be less difficult.

BECOMING AWARE OF SKILLS

Skills are activities you do well, and they develop from learning, talent, and practice. The next pages list skills. Check (√) each of the skills you have and enjoy. Put an X on the skills you would like to develop.

REALISTIC SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS I WANT TO DEVELOP
molding materials (clay, metals)	____	____
installing materials (insulation, siding, wiring, plumbing)	____	____
developing films	____	____
operating small machines (power tools, sewing machines)	____	____
building		
laying floors and carpets	____	____
painting walls and wall papering	____	____
making models	____	____
washing	____	____
cooking	____	____
driving a car	____	____
driving trucks and equipment	____	____
fixing small appliances	____	____
repairing large engines (cars, washers)	____	____
tending animals	____	____
planting and harvesting	____	____
growing crops and plants	____	____
riding horses	____	____
camping and hiking	____	____
being good at outdoor survival	____	____
mountain climbing	____	____
navigating at sea	____	____
landscaping	____	____
	TOTAL √s=	TOTAL X's =

COVENTIONAL SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS THAT I WOULD LIKE TO DEVELOP
working with numbers	______	______
having a memory for numbers	______	______
taking inventory	______	______
using calculator or adding machine	______	______
managing money	______	______
keeping money records	______	______
budgeting	______	______
guessing costs	______	______
comparison shopping	______	______
bookkeeping	______	______
accounting	______	______
enforcing rules	______	______
following orders	______	______
getting things done on time	______	______
locating resources	______	______
purchasing	______	______
being good with details	______	______
tolerating repetition	______	______
sticking to a task	______	______
typing or taking shorthand	______	______
running a cash register	______	______
filing	______	______
	TOTAL \/s =	TOTAL X's =

SOCIAL SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS THAT I WOULD LIKE TO DEVELOP
listening to others' problems	____	____
preaching	____	____
teaching	____	____
leading choirs	____	____
serving meals	____	____
helping poor or	____	____
disadvantaged people	____	____
working for causes	____	____
leading games and activities	____	____
working with children	____	____
helping others	____	____
comforting and encouraging others	____	____
serving on committees	____	____
making plans with others	____	____
working in community projects	____	____
being sensitive to others	____	____
developing trust	____	____
being accepting of others	____	____
taking care of the sick or elderly	____	____
settling arguments between friends	____	____
helping new people in the community to know others	____	____
planning school or church events	____	____
visiting older people in the community	____	____
instructing others in athletic games	____	____
leading small groups	____	____
	TOTAL √s =	TOTAL X's =

INVESTGATIVE SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS THAT I WOULD TO DEVELOP
scientific reading	____	____
working with chemicals	____	____
understanding body functions	____	____
understanding nature	____	____
writing scientific reports	____	____
running experiments	____	____
seeking answers to problems	____	____
solving puzzles	____	____
measuring and weighing	____	____
understanding biology	____	____
being good at math	____	____
researching	____	____
computer programming	____	____
understanding weather changes	____	____
repairing scientific equipment	____	____
understanding the stars and constellations	____	____
using a microscope	____	____
understanding different cloud formations	____	____
thinking through problems	____	____
working well with ideas	____	____
exploring new interests and ideas	____	____
understanding charts or graphs	____	____
being good at algebra	____	____
	TOTAL \/s =	TOTAL X's =

ENTERPRISING SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS THAT I WOULD LIKE TO DEVELOP
changing others' minds	______	______
reasoning	______	______
logical thinking	______	______
debating, convincing	______	______
selling products	______	______
selling an idea	______	______
conducting business by phone	______	______
persuading others	______	______
thinking of new ways of doing things	______	______
directing others	______	______
managing others	______	______
public speaking	______	______
working on political campaigns	______	______
fund raising	______	______
supervising others	______	______
planning projects	______	______
hiring and training workers	______	______
running a business	______	______
providing leadership	______	______
developing ways to get things done more quickly	______	______
planning a trip for a group of people	______	______
selling things house to house	______	______
interviewing others	______	______
auctioneering	______	______
	TOTAL √s =	TOTAL X's =

ARTISTIC SKILLS	SKILLS THAT I HAVE & ENJOY	SKILLS THAT I WOULD LIKE TO DEVELOP
writing a poem or story	____	____
designing a scenery for a play.	____	____
designing new clothes outfit.	____	____
writing a song.	____	____
taking photographs	____	____
decorating a room	____	____
acting in a play	____	____
making people laugh	____	____
making toys	____	____
woodcarving	____	____
playing a musical instrument	____	____
doing upholstery work	____	____
writing a play	____	____
playing charades	____	____
singing for a chorus, choir or other singing group	____	____
singing in a musical	____	____
performing in a dance group	____	____
doing graphic arts	____	____
doing crafts (ceramics, weaving, making quilts)	____	____
floral arranging	____	____
window display arranging	____	____
crocheting bedspreads	____	____
lacework embroidery	____	____
storytelling	____	____
shadow plays, puppet shows, pantomimes	____	____
sketching or etching still lifes, landscapes, portraits	____	____
making collages	____	____
wax, clay or metal sculpturing	____	____

TOTAL √'s =

TOTAL X's =

SKILLS

SKILLS: What one can do with proficiency, with expertness.

The skills of the REALISTIC category are characterized by motor coordination, physical dexterity, concrete action and work outdoors (usually).

The skills of the INVESTIGATIVE category are characterized by logical thinking, the ability to analyze, organize data and solve problems in a methodical way.

The skills of the SOCIAL category characterized by the ability to engage in interpersonal relationship in a helping way.

The skills of the ENTERPRISING category are characterized by the ability to persuade, influence, direct and lead others.

The skills of the CONVENTIONAL category are characterized by the ability to follow rules and regulations, to do clerical work and detailed work with numbers and data.

The skills of the ARTISTIC category are characterized by the ability to create, compose music, paint pictures.

SKILLS: CASE APPLICATIONS

"...I like to tinker with cars, VCRs, T.V.s. My family call me "Mr. Fix-It." I began working this summer in my uncle's air-conditioning repair shop. You could not believe the long waiting list, people just cannot stand the heat..."

Skill: REALISTIC

"...I dream someday of discovering the vaccine against the AIDS virus. I like chemistry and my professor suggested that I start tutoring my classmates on the side. She promised to take me along to those scientific conferences..."

Skill: INVESTIGATIVE

"...I get along with old people. One day a week, I volunteer and bring pets, like cats and dogs, to this old people's home. You can see the old people come to life; its some kind of therapy, what these animals can do..."

Skill: SOCIAL

"...I am good in anticipating, in planning for the business. I suggested to stock up those t-shirts and toys before the movies came out. Like the Ninja turtles, the Dick Tracy hat and robocops..."

Skill: ENTERPRISING

"...I was so happy when the Boss told me to keep the book, keep an eye on what goods are on constant demand, what is not on demand. I like to see how the store is doing on a daily, monthly, yearly basis...

Skill: CONVENTIONAL

"...I played the trumpet in junior high school band. I never missed practice. I have also acted in plays. I am crazy about those award-winning foreign movies..."

Skill: ARTISTIC

GROUP EXERCISE

Skills Swap

1) Draw up a shopping list of the SKILLS THAT I WOULD LIKE TO DEVELOP.

2) Draw up a resource list of the SKILLS THAT I HAVE AND ENJOY.

3) Within your group, take turns into becoming:

    (a) a seller of skills that you have.

    (b) a buyer of skills that you would like to have.

4) At the end of these swapping spree, take account of :

    (a) what you gave away. WHY?

    (b) what you were left with. WHY?

GROUP DISCUSSION

Debbie says: I like my job a lot. Mostly I type on the word processor. But I also file and xerox papers. I order office supplies. I answer the phones. I make travel arrangement for my boss. I think I have too much to do in one day, I talk about it with my boss. Then she decides what I should do first. It is usually the typing. When I finish the work I feel good. I feel like I have accomplished something I take pride in the work I do. I like the fact that I never have to wonder what I should do next. My boss makes those decisions. I like that.

My boss sometimes asks me to compose a letter for her. I could never do that without good English skills. I also need to be able to get along with other people. There are a lot of people in my office. Not all of them are easy to get along with. A sense of humor helps. Being sensitive to their feelings also helps. And a smile does wonders.

Identify the skills:

VINCE says: My Dad helped me get a job in a factory. That job was hard work. I had to lift 20 pound cylinders and put them into special ovens. When the cylinders were hot I'd take them out. It was so hot near those ovens. And it was summer when I worked there. I had a hard time with the heat. It didn't take me long to realize I didn't want to do that job the rest of my life. I had become interested in electronics. So I enrolled in a Technical Institute. Now I work for a communication network. I analyze and monitor the electronic work. I use computer software to do this.

Skills in electronics and in computer programming are crucial. I'm sorry I didn't have the chance to take more computer classes in high-school. I need to write so that other people can understand what I have written. I also need to read and understand the technical information that I receive. There's always some new problems to solve.

Identify the Skills:

LESTER says: Yes, I really do like my job. I sort the office mail. Then I deliver it to the people on staff. I also set up conference rooms. I arrange the tables and chairs. I set up the audio-visual equipment. I fill the supply orders that come from different departments of the company too. And I drive the company van to pick up and deliver mail and supplies.

I like doing different kinds of things -- keeping busy. Also I like getting out in the van to pick up the mail. I'd hate being cooped up in an office or at a desk.

Identify the skills:

RONDA says: I like working on engines the best. But I like a lot of other things too. My job is different every day. Yesterday I mounted and balanced new tires. I repaired a leak in an old tire. I greased the engine parts in a very old car. I had never worked on that model of car before. I had to read an old repair manual to learn what to do.

I like talking with customers. Part of my job is to answer questions about cars. I always tell the customer what is wrong with the car before I fix it. Then I give the customer an estimate about what the work will cost.

Identify the skills:

****

SUCCESS PORTFOLIO: For your assignment, do Success Contract XIII on your Skills Profile. You will experience "success" as you match occupations with your Skills profiles.

Read BCC Catalogue for the SPECIALIZATION courses in your particular curriculum. Read the description of the SPECIALIZATION courses. Pay particular attention to the pre-requisites and co-requisites to these SPECIALIZATION courses. Then, prepare a list of SPECIALIZATION courses you plan to take next semester.

ASSIGNMENT: Read Chapter XIV - DECISION-MAKING - pp.167-169: Decision-Making.

Fill out the EVALUATION OF DECISION-MAKING SKILLS questionnaire pp.165-166 in preparation for Success Contract XIV: Decision-Making.

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CHAPTER FOURTEEN

DECISION-MAKING

Decisions to return to school or work or to begin some new area of personal growth in your life require weighing all the choices carefully. You may find there are emotional decisions or conflicts regarding your choices. This chapter will outline the process for making decisions.

Choosing a career takes time and sound thinking if you are to come up with a good decision. If you try to decide too soon, you may find yourself down a blind alley. It's better to search longer than to make a mistake and have to start over. At this stage of your life it is far better to follow a careful, step-by-step plan than to succumb to pressure and grab the wrong career.

EVALUATION OF DECISION-MAKING SKILLS

Good decision-making skills increase your chances of having satisfying outcomes to the decisions you must make, with the result that you have more control over your own life.

Complete the following self-evaluation form; this will help determine the degree of your skills in decision-making at this time. Rate yourself on the following skills according to the scale below. Circle the number which best represents your evaluation of each skill.

A. Self-Evaluation Form

	Always	Often	Sometimes	Seldom	Never
1. I know what I value in life.	1	2	3	4	5
2. I am able to rank what I value when making a decision.	1	2	3	4	5
3. I can state a desired outcome to a decision clearly and concisely.	1	2	3	4	5
4. I know the relative amount of risk I am willing to take in making a decision.	1	2	3	4	5
5. I know the various alternatives which exist before making a decision.	1	2	3	4	5
6. I know how to collect and evaluate information needed to make a decision.	1	2	3	4	5
7. I try to prevent feelings, friendships, and biases from interfering in decision-making.	1	2	3	4	5
8. I can predict possible outcomes to various alternatives in making a decision.	1	2	3	4	5

	Always	Often	Sometimes	Seldom	Never
9. I make decisions without being unduly influenced by others.	1	2	3	4	5
10. I can explain why or how a specific decision was made.	1	2	3	4	5
11. I know the methods or strategy used in making a decision.	1	2	3	4	5
12. I estimate the probabilities that a certain outcome of a decision will occur.	1	2	3	4	5
13. I place possible outcomes of a decision in rank order according to which outcome I like most.	1	2	3	4	5
14. I narrow down the number of alternatives for a decision to a few which have a good chance of obtaining the desired outcome.	1	2	3	4	5
15. I analyze both the short and long range consequences of a decision.	1	2	3	4	5

B. Your Score

18 - 45: You make decisions easily. You might try focusing your attention on one skill that indicates some weakness.

46 - 64: You are a good decision-maker, but there is room for improvement. Practice your skills.

65 - 75: You need some help, but you are trying. This survey will give you some valuable help.

DECISION-MAKING

When you are making a decision, there is a logical way to insure that you consider your options. That process is outlined below.

Step 1 DEFINE THE PROBLEM.
Now that all of the children are in school, what should I do with my free time? I need to decide now because I know I will be bored with all of this time on my hands. My husband will be affected because I won't always be at home. The meals may not always be ready on time. We may have to share some of the chores if I take a job or decide to return to school. The children may also be affected in the same ways as my husband.

Step 2 DEFINE THE LIMITS.
I have plenty of time to decide, but I would like to decide on a plan within the next six months. I could get help from the local women's center for continuing education. I'm limited to this geographical area because we are settled here. Money should not be a great factor since my husband is making a fairly good salary. We might be able to afford some schooling if that were necessary for what I wanted to do.

Step 3 BRAINSTORM.
a. pursue gardening
b. return to school in carpentry
c. take a part-time job
d. take a full-time job
e. take a physical fitness program
f. do volunteer work at the hospital
g. volunteer at the orphanage
h. learn a foreign language on my own
i. get more involved in community activities
j. learn more about needle crafts
k. learn more abut auto mechanics
l. get a college degree
m. spend more time on quilting
n. learn to make pottery

Step 4 TRIM THE LIST.
Eliminate h; I don't have the self-discipline to learn a foreign language on my own. Eliminate a, j, m, n, e; I want to do something that will take me out of the house and allow me to meet some new people.

Step 5 SEEK ADVICE.
A couple of my friends suggested that I get into real estate business, so I think I'll add that to my list.

Step 6 SEEK INFORMATION.
Carpentry and auto mechanics are offered at the local technical institute. After checking at the admissions office, I found out that I could get into the local college and begin work toward a Bachelor's degree. A course in preparing for the exam to become licensed as a real estate agent will be starting next month at the college. Given my present skills, the job market does not look great. Returning to work at this time before further education and training would be difficult.

Step 7 CONSIDER THE FORCES FOR AND AGAINST.

Step 8 WEIGHTING.

Using a 1-10 scale with 10 as high and 1 as low, give weight to each force for or against each choice, depending on how important it is to you or how close it is to your values. The numbers beside each force below are examples.

FORCES FOR FORCES AGAINST

Get a College Degree

10	could lead to a better job	0	expensive tuition
6	meet new people	4	time consuming
7	increase knowledge	4	college far away
23		8	

Volunteer at Orphanage

7	helping others	10	no pay
5	flexible hours	7	orphanage far away
8	time around children	0	possible night work
20		17	

Take a Part-Time Job

7	extra money	4	time consuming
8	flexible hours	10	usually not high paying
8	leisure time	5	possible night work
23		19	

Step 9 REDUCE THE FORCES AGAINST.
Expensive tuition could be reduced if I could get some financial aid or a loan from the school. It could be reduced to a lower number or even to 0. Possible night work could be reduced to 0 if I could arrange it with the orphanage director.

Step 10 COMPUTE A TOTAL SCORE FOR EACH SOLUTION.

get a college degree	23 - 8 = 15
volunteer at orphanage	20 - 17= 3
take a part-time job	23 - 19= 4

Step 11 COMPARE AND REACT.
It seems that I'm leaning toward getting a job at some point and possibly getting higher education first. I'm ready to be paid for my skills and knowledge rather than doing volunteer work in the community.

Step 12 RANK

1. get a college degree
2. take a part-time job
3. volunteer at orphanage

GROUP EXERCISE

You have just crash-landed in the woods of North Minnesota and Southern Manitoba. It is 11:32 a.m. in mid-January. The small plane in which you were traveling has been completely destroyed except for the frame. The pilot and copilot have been killed, but no one else is seriously injured.

The crash came suddenly before the pilot had time to radio for help or inform anyone of your position. Because your pilot was trying to avoid a storm, you know the plane was considerably off course. The pilot announced shortly before the crash that you were eighty miles northeast of a small town that is the nearest known habitation.

You are in a wilderness area made up of thick woods broken by many lakes and rivers. The last weather report indicated that the temperature would reach minus 25 degrees in the daytime and minus 40 at night. You are dressed in winter clothing appropriate for city wear - suits, pantsuits, street shoes, and overcoats.

You may assume that the number of survivors is the same as the number of people in your group and that the group has agreed to stick together.

While escaping from the plane your group salvaged the fifteen items listed here. Your task is to rank these items according to their importance to your group's survival, staring with "1" for the most important and proceeding to "15" for the least important. Your group is to employ the method of group consensus to reach the decision. This means that the ranking for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision.

Here are four Guidelines for Decision Making by Consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of reason.
2. Avoid changing your mind only to reach agreement and to avoid conflict. Support only decisions with which you are able to agree somewhat.
3. Avoid conflict-reducing techniques such as majority vote, averaging, or trading your decision.
4. View differences of opinion as helpful to, rather than as hindering, good decision-making.

Here are the 15 items:

A. ______ Compress kit (with 28 feet of 2-inch gauze)
B. ______ Ball of steel wool
C. ______ Cigarette lighter (without fluid)
D. ______ Loaded .45-caliber pistol
E. ______ Newspaper (one per person)
F. ______ Compass
G. ______ Two ski poles
H. ______ Knife
I. ______ Sectional air map made of plastic
J. ______ 30 feet rope
K. ______ Family-size chocolate bar (one per person)
L. ______ Flashlight with batteries
M. ______ Quart of 85-proof whiskey
N. ______ Extra shirt and pants for each survivor
O. ______ Can of shortening

GROUP DISCUSSION

1. William started smoking many years ago, before the dangers of cigarette smoking were known. Now he recognizes that his cigarette smoking is bad for his health, and he wants to quit.

   William knows that there are many ways to stop smoking. He realizes that he must choose the way that is right for him. He thinks of some different ways to stop smoking. He then discusses his ideas with a friend who has already quit smoking. He also talks to his doctor to get his opinion on the matter.

   William chooses one of the approaches and begins to try to stop smoking. After a few weeks William's friend tells William how proud he is that William is trying to stop smoking.

   A. Did William correctly complete each of the steps in the decision-making process?

   Circle One: Yes No

   B. If no, What step(s) did William skip?

2. Cindy has been invited to a party where other people will probably be smoking marijuana. Although Cindy has never smoked marijuana, she is curious about it.

   Cindy realizes that she must decide whether she will smoke any marijuana if she is offered some at the party. She makes a list of her available options.

   Cindy decides not to smoke at the party. While at the party, she is offered marijuana several times but turns down the offers. Later, Cindy thinks about how she felt at the party and realizes that she's happy with her decision not to smoke.

   A. Did Cindy correctly complete each of the steps in the decision-making process?

   Circle One: Yes No

   B. If No, what step(s) did Cindy skip?

3. Katherine is slightly overweight and wants to go on a diet. Although she has tried many diets before, she has never had much success with them. Now Katherine realizes she must choose a diet that isn't too difficult so that she will stick with it.

   She discusses her desire to find a suitable diet with one of her close friends. Together they identify several different diet plans that may be useful for Katherine. Katherine thinks about how she feels about dieting. She then discusses the different diets with her family doctor who points out the positive and negative features of each. They also discuss what Katherine will have to do in order to stick with each diet plan. Katherine knows that the decision is difficult, so she has the doctor pick one of the diets for her.

   She starts the diet the next week, but has a hard time staying on it. Katherine realizes that she's not happy with the diet and should stop it and find a better one.

   A. Did Katherine correctly complete each of the steps in the decision-making process?

   Circle One: Yes No

   B. If No, what step(s) did Katherine skip?

4. Phil works in a very busy office. He has a great deal of work to do and sometimes he is unable to complete it on time. Phil realizes that he is under stress at work and that he should decide on a way to reduce that stress. He discusses the situation with his boss. He then makes a list of all the ways he knows that would reduce stress at work. He gets information about the ideas on his list from the company doctor.

   After thinking about his decision, Phil picks one of the choices. He decides to sit quietly for a short time each day. He does this and finds that he is more relaxed and productive at work. He thinks about his decision and realizes that he has make the right choice.

   A. Did Phil correctly complete each of the steps in the decision-making process?

   Circle One: Yes No

   B. If No, what step(s) did Phil skip?

5. Diane is going to make some big changes in her life soon. She will be moving to a new city to start school and she is nervous about it.

   Diane has heard that changes can cause stress, but that there are ways to reduce it. She realizes that she must decide on a way to reduce some of the stress she's feeling. Diane talks to her friend Mitch to find out what he does to feel better when he's under stress. She finds out that Mitch runs every day. Diane thinks that regular running is probably the only way to reduce stress so she talks to her doctor about it. The doctor gives Diane some information about running and its benefits.

   Diane decides to start running. She begins the program the next day.

   Several weeks later, Diane considers her decision. She realizes that she's feeling less nervous and is happy with her decision to run daily.

   A. Did Diane correctly complete each of the steps in the decision-making process?

   Circle One: Yes No

   B. If No, what step(s) did Diane skip?

****

SUCCESS PORTFOLIO: Do Success Contract XIV on decision-making. You will experience "success" as you follow the steps toward making a planful decision.

You will now submit to counselor your proposed Early Registration Plan of the remedial courses, core courses, area of studies course and specialization courses for the next semester.

ASSIGNMENT: Read the last chapter XV - GOAL-SEETING - pp.177-180: The 5 W's and H Goal-Setting Plan and Applying the 5 w's and H Goal-Setting Plan.

Fill out the CLARIFYING GOALS questionnaire p.176 in preparation for the last Success Contract XV: Goal-Setting.

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CHAPTER FIFTEEN

GOAL-SETTING

In this chapter, you will make a plan to achieve what you wish or desire as a goal. You will be able to state goals of behavior which you wish to achieve in order to solve one of your own stated problems. In most cases, you will be able to state a time in your wish to achieve this goal(s) and what will indicate to yourself the successful achievement of the goal or goals.

The goals are behaviors you will learn to perform in order to solve a specified personal problem or problems. You will realize that there are things you can do yourself, that you are not helpless in the face of seemingly overwhelming circumstances. You will have practice in predicting outcomes: that is, in planning your own new behaviors in the expectation that certain results will follow. At the same time, as your practice your new behaviors, you will learn to assess whether or not you are succeeding.

CLARIFYING GOALS

Instructions: Read and check your response for each of the following items according to the following scale:

1	Seldom
2	Occasionally
3	Sometimes
4	Frequently
5	Always

_____ 1. I clarify my objective before beginning important tasks: "What do I want to do?"

_____ 2. I know where and how to obtain the information I need. "What are my sources of information?"

_____ 3. I can pinpoint the particular issue or concern: "What is the major problem to be solved?"

_____ 4. I can ask myself key questions about the issue and available information: "What am I trying to accomplish?"

_____ 5. I read and look for clues listing possible answers: "Where might some answers be found?"

_____ 6. I can predict the consequences of alternative courses of actions available to me: "What action appears to benefit me most?"

_____ 7. I make a plan to attain my goal: "How should I proceed step-by-step?"

_____ 8. I rehearse model solutions for my problems: "What needs to be practiced?"

_____ 9. I evaluate the effectiveness of my action: "What went right or what went wrong?"

_____ 10. I correct my errors and reward my continued progress: "How Effective Was I?"

_____ My total score

90 - 100	Excellent
80 - 89	Good
70 - 79	Fair
60 - 69	Average
50 - 59	Poor

THE 5 W's and an H GOAL-SETTING PLAN

In this chapter you will use the 5 W's and an H to make a plan that will help you set and attain your goal.

> "I wish I could manage my money better. I always run out of money before my next check comes in. I make out budgets, and that would be fine, but I don't stick to them."
>
> "What are the things I should be doing that I'm not doing (or the other way around) so that I can be happier by staying within my budget? Or, what are the behaviors or the activities which will help me be happier because I have stayed within my budget."

WHO: - Obviously me. But then I often go shopping with my friend Carmen, and she really likes to spend money and encourages me to do the same.

- Door-to-door salespeople. I feel so sorry for them that I never stop to think maybe they have more money than I do or that I really don't need to have what they are selling.

- People asking for charitable donations. Again I tend to feel sorry for whoever they are collecting for and give money without thinking I can't afford it.

WHAT: - I spend money outside of my budget.

WHERE: - In any store. At home.

WHEN: - The worst time seems to be on Friday evening and when I'm hungry. On Friday evening I feel very happy and relaxed so I'm not careful about what I do. In addition, I always spend Friday evenings with Carmen and we go shopping together. If I'm shopping in the supermarket, when I'm hungry, everything looks delicious and I buy a lot of things I don't need.

WHY: - Carmen or I convince myself that I really must have things I can't afford.

- The door-to-door salesmen make me feel sorry for them.

- People asking for charitable donations make me feel guilty
I feel super-relaxed and happy.
I'm hungry.

HOW: - There really is no how because I can't pay my bills.

- There's a kind of how: how I feel when I know I've spent money I shouldn't - guilty, unhappy and worried.

- In fact, the big HOW is how I'm going to stop going over my budget because going over my budget is a big problem.

APPLYING THE 5 W's and an H GOAL-SETTING PLAN

So I'm going to go over my 5Ws and an H, one by one, and see what I can do about each one. And I'm going to divide them up into what I must do or have and what it would be nice to do or have.

WHO: - Obviously me. I can't do without that.

- Carmen. She is a good friend and I can't do without her. She is a "must." Maybe instead of going shopping with her, I could invite her over for coffee and cake. That way we can still see each other without spending so much money.

- Door-to-door salesmen. Definitely a nuisance. Also a must, I must learn to say three words. NO THANK YOU!

- Charitable appeals. This isn't a must but it's a nice-to-have. I really do want to help people less fortunate than I am. Maybe if I stick very closely to my budget I'll have a little to give. But as it's only a nice-to-have, I have to be prepared to give it a pass.

WHAT: - Obviously, I have to carry out these behaviors and also make out a list so I won't buy anything I don't need.

WHEN: - I can change this. If I go shopping on Thursday evenings when I'm not feeling so relaxed and optimistic, I'll probably not be tempted to buy so much. This is a must.

- If I make sure I have a snack before I go shopping, I won't buy groceries I don't need. This is a must.

WHERE: - I can time myself and see how quickly I get in and out of a store. This is a must.

- There is nothing I can do about my time at home.

WHY: - These behaviors ought to help me.

HOW: - I can fill out a chart with these behaviors listed on them and give myself a reward - however small, maybe just even a check mark will encourage me, when I carry them out.

So, here's my chart

Behavior goals that are "musts"	Behavior goals that would be "nice-to-have"	Done
Invite Carmen for Friday evenings		
Say "No thank you" to door-to-door salesmen		
	Give any left over from budget to charity	
Make a shopping list so I don't buy things I don't need		
Shop Thursday evenings		
Have something to eat before I go shopping		
Time myself in and out of store		
Use this chart		

Now that the behavior goals are established, it's a good idea to go down the list and see if I'm going to have trouble with any of them.

> The first that's going to be difficult is saying, "No thank you" to sales people at the door. So maybe I have to practise. The other thing I can remember is that I can phone up and cancel this kind of a sale; this is a way of getting out if I give in to temptation.
>
> The next thing is making a shopping list. I've never done that very well. Maybe I should plan to keep a paper and pencil in the kitchen so I can write things down as I run out of them. And I should go through my cupboards as I make out the list. Maybe I will even study the Wednesday evening supermarket ads to see if there is anything there on special. Then I can write down that branch name.

If I don't have a watch, maybe timing myself in and out of the store can be a problem. Then I remember that supermarkets have clocks so I have to remember to look for the clock.

So now: I do the most important check.

I check to see if these behaviors are directed at solving my problem and not some other problem. When I look at them I can see that any one of them alone would be a help.

So now I have some goals of behavior that I am fairly certain will help me with my problems. I don't really want to put a time limit on because if it works I want to keep it up. But anyway I'll promise myself to try it for two weeks to see if it works.

SUCCESS for me will be if I manage to stay within my budget by using these behaviors.

GROUP EXERCISE

Chalk Puzzle

1. The sentences on the next page are copied onto separate strips of paper. The strips of paper will be placed in an envelope.
2. Each student will draw one strip from the envelope. If any are left over, the strips will be distributed such that the group has all the clues.
3. You have 15 minutes to put the strips in the right order and sequence to figure out where the chalk is now. You may move around as much as you want in solving the mystery. But the group must solve the mystery relying only on the detective skills of the group members.

CHALK PUZZLE CLUES

I forgot to bring the chalk to school the next morning.

I haven't moved it since.

Two students arrive early Tuesday and used it to draw on the chalkboard.

It rolled off my desk, and a student saw it Wednesday just before she was going to step on it. She put it on the chalk tray.

I brought my favorite chalk to school on Monday.

I came back for something I forgot, saw it, and took it out. I put it on my desk.

They dropped it when I walked in and forgot to pick it up.

I forgot to put it away at the end of the day.

I picked it up to use it that day and absentmindedly put it in my pants pocket.

I went home that night and threw my pants into the washer. I saved the chalk just in time.

After school Tuesday the janitor swept it up and put it on the wastebasket.

Next morning I put the chalk in my jacket pocket and came to school.

GROUP DISCUSSION

FRED

1. Fred feels very lonely and isolated. He lives alone. When he gets to his job in the morning very few of the other workers greet him. This makes him worry that they don't like him, so he is nervous about greeting them. At coffee break and lunch time, he does not join the other workers; he is sure they would stop talking if he walked up to the group. After work is bad. He eats supper alone. He used to go bowling and play a little hockey when he lived in his home town. Now he watches T.V. or read every evening. On the weekend he shops, does his laundry, cleans up his apartment, looks at the weekend paper and watches more T.V. Before he knows it, it is time for him to go back to work.

   Use the 5 Ws and an H method to analyze the problem and decide upon behavior goals.

BOB

2. Bob is seventeen years old and has just been in court for stealing a car. He and some friends found a car and took it for a joy ride. No damage was done so Bob was put on probation. Bob is really scared and wants to stay out of trouble. His family had just moved to a new neighborhood and he was in a new school. He found that he was having to study different things, and it all seemed to difficult he stopped even trying to do his homework. He made friends with some other kids who seemed to have a lot of fun after school, they never did any homework either. But they all really enjoyed themselves, acting roughly and daring each other to do all sorts of things. That's how Bob came to steal the car. At times he used to feel a little worried about the way his friends behaved, but they were easy to get to know and so he tried to think nothing bad would happen. But, then, of course, something bad did happen. Bob does not want to go to jail. He wants to keep on enjoying life but he'd like to feel a little more pleased with himself and stay out of trouble.

   Use the 5 Ws and an H method to analyze the problem and decide upon behavior goals.

JENNIFER

3. Jennifer has just separated from her husband and she would like to find a job. The trouble is she cannot decide what she would like to do. She is a high school graduate and as intelligent as most people, but she cannot decide on a career. She wonders if she ought to take training in something but what? She doesn't know what she's good at. She has talked to all her friends, but they tell her that working is terrible and they all hate their jobs. She has read that some people like their jobs but she never meets anyone who seems positive about working. She spends hours of every day brewing herself tea and sitting at her kitchen table daydreaming about herself in different jobs. Every now and then she breaks off to yell at of her children, and then she wonders what women who go to work do about looking after their children. Then she goes back to wondering if she ought to try out as a waitress or if she ought to try working in a movie house. Maybe she would be a good baby doctor. She wonders how much veterinarians earn; after all, she once owned a cat. She really wants to take some definite steps, but she does not know what steps to take.

use the 5 W's and an H method to analyze the problem and decide upon behavior goals.

MARTIN

4. Martin feels very awkward in social situations. He can generally get along all right at work because he can talk about his work. When he arrives at work he has a few set phrases he can say lie: "How's it going?" or "Hot enough for you?" or "How's the boy?" At the end of every day he says "Another day another dollar" or "Good night." But at office parties he is miserable because no one is talking about work. If he and his wife go out to visit friends, he feels left out because he doesn't know what other people are talking about, whether it is world affairs or a new movie or book. If anyone at work tries to talk to him about a personal problem, he tells them they aren't well and to go home. This way he seems sympathetic without actually having to get involved. He really admires the people he meets at parties because they can talk about all sorts of things. He tries to get the conversation around to his work but very few people are interested in pipe-fitting He would sometimes like to flirt with a woman or tell her he admires her dress, but he doesn't know what to say. His wife says he's a bore and no fun to go out with; if it weren't for her they wouldn't have any social life at all. Martin really needs help.

Use the 5 W's and an H method to analyze the problem and decide upon behavior goals.

DOREEN

5. Doreen has trouble keeping her jobs. She is neat and business-like in her appearance, and she always seems to be very efficient in her job interview so she does not have any trouble being hired. But she is also fired a lot. Doreen knows her job but she often has fights with her fellow-workers Quarrels happen when she tells them always with the best intention in the he world, that they are doing their jobs wrong. She gets furious if her boss suggests she could do her job better or that she could help out by changing her routine a little. She defends herself by telling her boss that she knows her job better than he does, and she does not need any direction from him. She is very determined about the way things should be done and although she doesn't shout, she gets very red in the face and is obviously making an effort to control her temper. She often says she cannot imagine how the office got along without her but nobody seems grateful for her suggestions. Sooner or later the boss realizes that everyone including himself is tip-toeing around trying to keep Doreen happy. He decides he'd rather have a little less efficiency and a much happier office. He asks Doreen to do something out of the ordinary and when she refuses, he fires her. As usual Doreen is angry and mystified. She has, as always, done an outstanding job. It is true the other workers avoid her, but that can't really be a reason to fire her, can it?

   Use the 5 W's and an H method to analyze the problem and decide upon behavior goals.

****

SUCCESS PORTFOLIO: Do Success Contract XV on goal-setting. You will experience "success" as you analyze your problem and make a chart of your behavior goals.

****

SUCCESS PORTFOLIO

EMILIO SANTA RITA

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INTRODUCTION

Why a SUCCESS Portfolio? Why contracts for success? If you look up "contract" in a dictionary, you will find it defined as something like a "binding agreement between two or more persons or parties." That has a rather legalistic feel to it. What you have here are what some people prefer to call learning contracts, "learning plans" or "learning agreements" or "study plans" or "self-development plans."

What you have in this portfolio are learning contracts for success. Each contract -

1 Specifies the knowledge, skills attitudes, and values to be acquired by you (learning objectives);

2 How these objectives are to be accomplished;

3 The target date for their accomplishment;

4 What evidence will be presented to demonstrate that the objectives have been accomplished;

5 How this evidence will be judged or validated.

Contract learning is, in essence, . way of structuring your learning experience. The contract is between you and your counselor or mentor. The purpose is the accomplishment of the objectives of the three units and the fifteen chapters within the three units of the whole course.

You will develop the ability to become a SUCCESSFUL student. The contract makes this possible in a variety of ways:

1 Successful students need to understand the need to learn something - how it will benefit them if they learn it or what the consequences will be if they do not - before they are willing to invest time and energy in learning it. In the process of drafting a success contract, you will be challenged to think through why you are undertaking to learn something.

2 The psychological definition of an successful student is "one whose self-perception is that of a self-directing person." Your success contract involves you in making decisions about what will be learned, how it will be learned, when it will be learned, and, and whether it has been learned, usually with the help of your counselor or mentor.

3 Successful students have developed different styles of learning, different levels of operation, different needs and interests, different speeds of learning, and different patterns of thought. Your success contract provides you with an individualized plan for learning.

4 Successful students become ready to learn something when they experience in their life situation a need to learn. Your success contract provides you with the flexibility to time your learning according to your readiness to learn.

5 Successful students are able to organize learning around life tasks or life problems. Your success contract will enable you to state your objectives in terms of tasks or problems that are related to your life situation.

6 The deepest motivation of successful students comes from such intrinsic motivators as increases in self-esteem, responsibility, creativity and self-fulfillment. Your success contract challenges you to tap into self-esteem, responsibility, creativity and self-fulfillment.

Your success contracts will yield many benefits:

- It will "turn you on" to learning because you will get excited about carrying out your own plans.
- You will learn to make use of a much wider variety of resources for learning, such as your classmates, your instructors, your parents, you ministers and other people in your community.
- It will enhance your ability to learn from your experience and your environment for the rest of your life.
- It sharpens your skills for self-directed learning instead of the traditional content-transmission way of learning.
- It replaces the conventional teacher-imposed discipline with self-discipline in the learning process.
- It provides a way for you to obtain continual feedback about progress being made toward accomplishing your learning goals.

As a successful student, your role will shift from that of a more or less passive receiver of information to that of initiative-taking planner and executor of strategies and resources for achieving objectives mutually agreed-upon with your counselor or mentor.

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SUCCESS CONTRACT I

STRESS

1. I will spend ________ minutes a day on myself for the next two weeks. Some things I will do during that time are: ____ and ____

2. Three things that have made me laugh recently are: ____
____
____

3. Walking is fun and healthful. I will start out by walking for ________ minutes everyday for the next week. Because I will feel so much better, I will increase the time to ________ minutes a day the next week!

4. What is happening right now that is cause for at least a small celebration? ____ Is it something that can be repeated? ________

5. I am worried about ________________________ and ________________________ If I could empty my mind, those things would not cause me stress -- at least for a while. There is probably some "excess baggage" in my mind that I could pour out forever. One of those things is ____

6. I haven't talked to my old friend, ________________________, for a long time. I think I will call ________________________ (when) ________________________ and say "hello."

7. ________________________ is really a problem to me. One way I can start to solve that problem is by ________________________. I'll start right now!

8. I'm really angry about/at ________________________. It is only hurting me. I think I'll give it up. Also, I don't want to be unhappy about ________________________ anymore. I think I'll give that up, too.

9. So many good things happen in life. I really look forward to ____ I will do everything I can to do that again within the next ________________________ weeks.

10. I like myself. I feel that ______________________________
is taking advantage of me by ______________________________
I know ________________________ really doesn't want to
upset me. I am going to be honest with ____________________
________________________ and tactfully, directly and
respectfully tell her/him how I feel about her/his behavior.

Which three of these suggestions from the sample plan are most important to you?

____

____

____

Start on your stress management plan today - as soon as you get home, or better still, right now.

For having identified and having planned to use the behaviors necessary to cope with these sources of stress, I will reward my success with:

____
[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT II

TIME MANAGEMENT

TIMEWASTERS

MY TIMEWASTERS
[Rank]

Below is a list of "typical" time wasters.

1. Procrastination/Indecision/Daydreaming ____
2. Inability to Concentrate ____
3. Leaving Tasks Unfinished - jumping from one activity to another ____
4. Perfectionism ____
5. Failure to set priorities/confused priorities ____
6. Socializing/Idle conversation/interruptions ____
7. Attempting too much at once ____
8. Lack of self-discipline ____
9. Making unrealistic time estimates /lack of planning ____
10. Personal Disorganization ____

I My FIRST-ranked timewaster:

(e.g. My first-ranked timewaster is PROCRASTINATION).

____

Possible CAUSE for this first-ranked timewaster (e.g. For PROCRASTINATION, the possible cause for this timewaster might be RESPONDING ONLY TO THE URGENT):

____

____

____

Possible WAY TO PREVENT this first-ranked timewaster (e.g. For PROCRASTINATION, the possible WAY TO PREVENT this timewaster might be by DISTINGUISHING BETWEEN WHAT IS URGENT AND WHAT IS IMPORTANT):

____

____

____

II My SECOND-ranked timewaster:

(e.g. My second-ranked timewaster is LEAVING TASKS UNFINISHED).

____

Possible CAUSE for this second-ranked timewaster (e.g. For LEAVING TASKS UNFINISHED, the possible CAUSE for this timewaster might be ATTEMPTING TOO MUCH IN TOO LITTLE TIME).

____

____

____

Possible WAY TO PREVENT this second-ranked timewaster (e.g. For LEAVING TASKS UNFINISHED, the possible WAY TO PREVENT this timewaster might be by SETTING PRIORITIES).

____

____

____

III My THIRD-ranked timewaster:

(e.g. My third-ranked timewaster is LACK OF SELF-DISCIPLINE).

Possible CAUSE for this third-ranked timewaster (e.g. For LACK OF SELF-DISCIPLINE, the possible CAUSE for this timewaster might be LACK OF PRIORITIES):

Possible WAY TO PREVENT this third-ranked timewaster (e.g. for LACK OF SELF-DISCIPLINE, the possible WAY TO PREVENT this timewaster might be by SETTING AND CONCENTRATING ON GOALS):

For having identified my first three highest-ranked timewasters and the possible causes for these my three highest-ranked timewasters, and having planned possible ways to prevent my three highest-ranked timewasters, I will reward my success with:

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT III

DEPRESSION

1. I will impose order in my life where I can:

....

....

[e.g. Try to be on time for appointments, to answer your mail and balance your checkbook, to have food in the kitchen, to eat regular meals, to be in bed at a reasonable hour whether or not you think you can sleep.]

2. I will look after my appearance:

....

....

[e.g. Keeping yourself clean, dressing presentably, even keeping your room neat. The effort to look good will help you feel there's something to look good *for*.]

3. I will not let myself give up a project while I am depressed:

....

....

[Right now your perceptions are gloomy; it seems easier to drop out of school or to quit trying to write your term paper. But force yourself to keep at it.]

4. I will not suppress strong emotions, especially anger:

....

....

[e.g. You spend hours shopping and cooking dinner for your friend, who cancels at the last minute; tell her that you're annoyed. Don't say, "Oh, it was no trouble." It *was* trouble.]

5. I will study and learn something new each day:

....

....

[Learning gives you the sense that the future has new things to offer, that the best of your life isn't over.]

6. I will meet all the challenges I possibly can:

....

....

[And decide for yourself - honestly - what you can and can't do. Even if others will excuse you, don't excuse yourself from challenges you *can* meet, or meet with effort.]

7. If I ever like animals, I will get a pet and take good care of it:

....

....

[Caring for a dog or cat has given millions of people something definite to live for.]

8. I will not compare my life with other people's:

....

....

[What matters is how you feel, not whether someone else might have more advantages. Starting to make comparisons usually signals that depression is on the way.]

9. I will find as many ambitions for myself as I can:

....

....

[If you even get flickers of desire to do something - to get a part-time job or join a choir or take a trip to the Bronx Zoo - mention these desire to someone. And start thinking about them and working toward them. Commit yourself to wanting something.]

10. I will take note of good moments in my life, especially the ones that come at unexpected times:

....

....

[e.g. You just met an old friend by chance and spent a wonderful ten minutes with him. Why did you enjoy seeing him? Can you see him again? Arrange your life to give maximum exposure to every pleasure you can think of.]

11. I will do something I've never done before:

....

....

[e.g. Force yourself to talk to people you have never spoken to before.]

12. I will spend time with people who are energetic and hopeful:

....

....

[Don't make the usual mistake in depression of hiding in the company of others who feel as you do. It won't be easy at first. If you're depressed you may find such people irksome, even noisy. They are talking about the future, seeing the good in people as well as the bad. They make a demand for originality by the very variety of their interests. Conversations with them are more challenging.

No matter that their very energy may seem a rebuke to you. Spend time with them anyhow, if they'll have you. You'll see your own harmful choices, and their promises, more sharply by contrast than alone.]

13. I will snatch at all the fleeting moments of intensity as if they were life rafts going by:

....

....

[Avoid what is repetitive and automatic as much as you can. Look for experiences and activities to which you can bring a feeling of freshness and emotionality. Stop telling the same jokes or stories over and over again. Gamble instead on having nothing to say and feeling anxious. At least you can grow something valuable out of this kind of soil. The other is worthless.]

For having identified the steps I have to take in my plan to manage depression, I will reward my success with:

[Choose from Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

STUDENT

COUNSELOR/MENTOR

From: to:

DATE (for accomplishing this contract)

SUCCESS CONTRACT IV

ASSERTIVENESS

ASSERTIVENESS ASSESSMENT FORM

1. Describe your problem or one you have observed according to the following:

Situation (e.g. teacher does something that I consider to be unprofessional):

____

____

____

Target Behavior you want to change (e.g. I waited for days to talk to teacher rather than speaking right away):

____

Positive consequence of continuing this target behavior (Or, why you may not want to change this non-assertive behavior, e.g. I avoided confrontation):

____

____

____

Negative consequence of continuing this target behavior (Or, why you must change this non-assertive behavior, e.g. I felt bad for the whole week):

____

____

____

2. How would you describe your behavior in the target situation?

_____ Very under-assertive
_____ Under-assertive
_____ Assertive
_____ Over-assertive
_____ Very over-assertive

3. State your goals related to the above problem.

Responses to increase (e.g. I will speak to the teacher immediately when I see the teacher act in an unprofessional manner):

____
____
____

Responses to decrease (e.g. amount of time that passes from when I see the teacher do something I consider to be unprofessional until I speak to him/her about it):

____
____
____

Positive Consequence of changed (ASSERTIVE) behavior. (e.g. I feel better about my ability to express my feelings and get the teacher and myself understand each other's position):

____
____
____

For having targeted the PASSIVE/AGGRESSIVE behavior I want to change in a particular target situation and having identified the positive consequences of the new ASSERTIVE behavior in its place, I will reward my success with:

____
[Choose from Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT V

PROBLEM - SOLVING

I. What is the problem that I have to solve:

(e.g. I have to make a weekly study schedule).

....
....
....

II. SELF-IMPOSED RESTRAINTS

What are the ways you have always approached a problem:
(e.g. "I can cram just before the tests.")

....
....
....

III. GENERATE ALTERNATIVES

Look for more than one solution:
(e.g. For this time-scheduling problem: ask friends, parents, counselors for suggestions: make a "MUST DO" list; "stick-on"memos; make a time-grid for classes, etc.)

....
....
....
....
....

IV. PROCESS OF ELIMINATION

Which solution is the best?
(e.g. What is more urgent: make "MUST DO" list.).

....

V. POINT OF ENTRY

Which part of the problem do you deal with first?
(e.g. for the time-scheduling problem - First, fill in all blocks of time taken up by class meetings.)

....
....
....

VI. BREAKING A PROBLEM APART

Break problem into smaller problems:
(e.g. For time-scheduling problem: 1 Fill in blocks of time for class meetings; 2 Fill in blocks of time usually taken for meals; 3 Fill in blocks of time to be used for study; 4 Fill in blocks of time to be used for working hours; 5 Fill in blocks of time to be used for personal and social activities.).

1 ....
2 ....
3 ....
4 ....
5 ....

For having followed the SIX STEPS in Problem-Solving, and having solved my problem, I will reward my success with:

____
[Choose from Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I have given my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

______________________________ ______________________________
STUDENT COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT VI

Personal Coat of Arms

Directions:

Draw a coat of arms on the chart paper and divide it into six main parts. In each sections you will draw the answer to the questions below. Write explanations to go with the chart.

1.What is it that most people like about you?

....
....
....
....
....

2.What is it that you fear the most?

....
....
....
....
....

3.What would you change about yourself if you could?

....
....
....
....
....

4.What sport or activity do you feel you are good at? Any craft or activities?

....
....
....
....
....

5.What kind of job would like when you finish college?

....
....
....
....
....

6.Who would you like to be like in the future, and why?

....
....
....
....
....

7.Can You Think of a MOTTO about yourself that you would like to include on the scroll?

For becoming more in touch with myself, for knowing myself better, for understanding myself better, for knowing what I want to change about myself, I will reward my success with:

____
[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I have given my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ____________ to: ________________
DATE (for accomplishing this contract)

SUCCESS CONTRACT VII

PERSONALITY TYPES

3 Most Often Like Me
2 Very Often Like Me
1 Often Like Me

Personality Types	My type
THE PROPHET OF DOOM	______
THE MYSTIC MIND READER	______
THE MAD MAN	______
THE HANGING JUDGE	______
THE SPOILER	______
THE HISTORIAN	______
THE PERFECT PERSON	______
THE SIGN PAINTER	______
ATLAS	______
THE COMPETITOR	______

The first "personality type" I am MOST OFTEN like:

(e.g. I am MOST OFTEN like the PROPHET OF DOOM).

____

The self-talk or therapeutic voice that I must listen to:

(e.g. For the PROPHET OF DOOM:"...I'll name the specific thing that I fear the most and I'll make a PLAN to make it manageable, one small step at a time...").

____

____

____

The second "personality type" I am VERY OFTEN like:

(e.g. I am VERY OFTEN like the PERFECT PERSON).

____

The self-talk or therapeutic voice that I must listen to:

(e.g. For the PERFECT PERSON:"...It's OK to think about my own needs...").

____

____

____

The third "personality type" I am OFTEN like:

(e.g. I am OFTEN like an ATLAS).

____

The self-talk or therapeutic voice that I must listen to:

(e.g. For the ATLAS:"...Who says I can solve all the problems in the world?...").

____

____

____

For having found the three "personality types" I am MOST OFTEN like, VERY OFTEN like and OFTEN like and the appropriate self-talks that heal in a therapeutic way, I will reward my success with:

____

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I have given my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

STUDENT

COUNSELOR/MENTOR

From: to:
DATE (for accomplishing this contract)

SUCCESS CONTRACT VIII

TAKING CHARGE OF YOUR LIFE

STEPS IN TAKING RESPONSIBILITY FOR YOURSELF

Step One: Identify the behavior over which you have "no control" (e.g. class atendance, lateness, incomplete class assignment, etc.):

____

Step Two: Identify the NEW behavior which will help you gain control (e.g.regular class attendance, promptness, completing class assignment on time, etc.):

____

Step Three: Obtain suggestions (e.g. from friends, relatives, counselors) about how to put the NEW behavior in place:

______________ ______________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Step Four: Identify the possible reasons why you continue to lose control over the situation (e.g. you can get people to do things for you, etc.):

____

____

____

Step Five: Decide upon a reward that you think will strengthen the new behavior. The reward should be strong enough to suppress the old undesirable behavior (e.g. feeling self-confident, getting the respect of classmates and professors, do not have to invent stories, lie, make excuses, get embarassed in class, etc):

____

____

____

Step Six: Maintain control by using rewards to continue new behavior (e.g. High GPA for senior college, getting name on Dean's List; able to graduate in time, etc.):

For having gotten control over a specific target behavior, I will reward my success with:

[Choose from Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

STUDENT

COUNSELOR/MENTOR

From: to:
DATE (for accomplishing this contract)

SUCCESS CONTRACT IX

MOTIVATION

Motivation	Score	Rank
Self-Actualization		
Self-Esteem		
Love-belongingness		
Security		
Physiological Needs		

My FIRST-ranked motivation: ______________________________

(e.g. My First-ranked motivation is LOVE-BELONGINGNESS).

Situations in which I can use my first-ranked motivation:

1 Classroom situation (e.g. For LOVE-BELONGINGNESS, ask questions to get teacher's attention):

____
[Specify HOW]
____

____

2 Study situation (e.g. for LOVE-BELONGINGNESS, more study time in math to get an A and impressed the professor).

____
[Specify HOW]
____

____

My SECOND-ranked motivation: ______________________________

(e.g. My second-ranked motivation is SELF-ESTEEM).

Situations in which I can use my second-ranked motivation:

1 Classroom situation (e.g. for SELF-ESTEEM, take notes carefully to prepare for an exam and get an A).

____
[Specify HOW]
____

____

2 Study situation (e.g. for SELF-ESTEEM, concentrate on Microbiology because I want to be a nurse):

____
[Specify HOW]
____

____

My THIRD-ranked motivation: ______________________________

(e.g. My third-ranked motivation is SECURITY).

Situations in which I can use my third-ranked motivation:

1 Classroom situation (e.g. for SECURITY, participate in class discussion to understand better the subject matter):

____
[Specify HOW]
____

____

2 Study situation (e.g. for SECURITY, extra study hours on weekends to get my term paper done):

____
[Specify HOW]
____

____

For having determined the first three highest-ranked needs that motivate me and having applied these first three highest-ranked needs to motivate me in classroom and study situations, I will reward my success with:

____

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the task(s) I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract

SUCCESS CONTRACT X

TRANSACTIONAL ANALYSIS

3 Most Often Play
2 Very Often Play
1 Often Play

Games People Play	The Game I Play [Rank]
1 AIN'T IT AWFUL	____________
2 WOODEN LEG	____________
3 BLEMISH	____________
4 STUPID	____________
5 POOR ME	____________
6 KICK ME	____________
7 YES BUT	____________
8 COPS AND ROBBERS	____________

The game I MOST often play: ______________________________

(e.g. The game I MOST OFTEN PLAY is WOODEN LEG).

I will jam this play by: ____
(e.g. For the game, WOODEN LEG, insist on the job being done; do not rescue). See p.127 for appropriate strategy).

The game I VERY OFTEN play: ______________________________

(e.g. The game I VERY OFTEN PLAY is KICK ME).

I will jam this play by: ____
(e.g. For the game, KICK ME, stay in adult position; do not persecute). See p.127 for appropriate strategy).

The game I OFTEN play: ______________________________

(e.g. The game I OFTEN play is COPS & ROBBERS).

I will jam this play by: ______________________________
(e.g. For the game, COPS & ROBBERS, do not persecute; leave responsibility with the other party). See p.127 for appropriate strategy).

For having identified the games I MOST OFTEN, VERY OFTEN and OFTEN play and having planned the strategy on how to jam the games I MOST OFTEN, VERY OFTEN and OFTEN play, I will reward my success with:

____
[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATIC.
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT XI

VALUES

			Rank
Security	1.	To be reasonably sure about the future for myself and my family.	______
Influence	2.	To have influence with people.	______
Recognition	3.	To have people think well of me.	______
Helpfulness	4.	To do things for my family and others.	______
Freedom	5.	To have as much freedom as possible to do the things I want to do.	______
New Experience	6.	To do new and different things often.	______
Friendliness	7.	To have friends.	______
Family Life	8.	To create an atmosphere that makes for satisfying family living.	______
Religion	9.	To do what is right according to my beliefs.	______
Orderliness	10.	To have things neat, orderly and organized.	______
Wealth	11.	To have as many good things as possible.	______
Workmanship	12.	To do things well.	______

Choose the occupations that would match your first three highest-ranked values. Then, see if your present curriculum would fit or not fit your first three highest- ranked values. [Use Library - Tech II and look up the Occupational Outlook Handbook. For in-depth career search, use the Career Library - Loew 308 and its resources in career counseling, testing, computer-assisted search, references, etc.]:

My FIRST-ranked value:_________________________

(e.g. Value: HELPFULNESS - Occupations <=> teacher, social worker, counselor).

Occupations: ____________________ ____________________ ____________________

My SECOND-ranked value:_________________________

(e.g. Value: ORDERLINESS - Occupations <=> accountant, data programmer, secretary).

Occupations; ____________________ ____________________ ____________________

THIRD-ranked value:_________________________

(e.g. Value: NEW EXPERIENCE - Occupations <=> artist, musician, actor).

Occupations: ____________________ ____________________ ____________________

How does your present curriculum fit or not fit your first three highest-ranked values?

(e.g. Education would fit the value of HELPFULNESS because teachers value helping students; Performing Arts would not fit the value of ORDERLINESS because artists value free expression and do not value structure).

My present curriculum would fit or not fit my FIRST-ranked value

because: ____

____

My present curriculum would fit or not fit my SECOND-ranked value

because: ____

____

My present curriculum would fit or not fit my THIRD-ranked value

because: ____

____

For having matched occupations with my first three highest-ranked values and having matched my present curriculum with my first three highest-ranked values, I will reward my success with:

____

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ______________ to: ______________
DATE (for accomplishing this contract)

SUCCESS CONTRACT XII

INTERESTS

INTERESTS	SCORE	RANK
ENTERPRISING	____	____
CONVENTIONAL	____	____
SOCIAL	____	____
ARTISTIC	____	____
REALISTIC	____	____
INVESTIGATIVE	____	____

Choose occupations that would match your first three highest-ranked interests. Then, see if your present curriculum would fit or not fit your first three highest-ranked interests. [Use the Library - Tech II and look up the Occupational Outlook Handbook. For in-depth career search, use the Career Library - Loew 308 for its resources in career counseling, testing, computer-assisted search, references, etc.]:

My FIRST-ranked Interest: ____________________

(e.g. Interest: REALISTIC - occupations <=> mechanic, electrician, farmer).

Occupations: ______________ ______________ ______________

My SECOND-ranked Interest: ____________________

(e.g. Interest: ARTISTIC - occupations <=> composer, writer, interior decorator).

Occupations: ______________ ______________ ______________

My THIRD-ranked Interest: ____________________

(e.g. Interest: ENTERPRISING - occupations <=> buyer, sports promoter, television producer).

Occupations: ______________ ______________ ______________

How does your present curriculum fit or not fit your first three highest ranked interests? (e.g. Accounting would fit the CONVENTIONAL type because "Conventionals" prefer structure and order. Nursing would not fit the INVESTIGATIVE type because "Investigators" prefer to think, to analyze, to understand problems, and are not people-oriented).

My present curriculum would fit or not fit my FIRST-ranked interest

because:

My present curriculum would fit or not fit my SECOND-ranked interest

because:

My present curriculum would fit or not fit my THIRD-ranked interest

because:

For having matched occupations with my first three highest-ranked interests and having matched my present curriculum with my first three highest-ranked interests, I will reward my success with:

[Choose from Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

STUDENT

COUNSELOR/MENTOR

From: to:
DATE (for accomplishing this contract)

SUCCESS CONTRACT XIII

SKILLS

SKILLS	SCORE	RANK
ENTERPRISING	_____	_____
CONVENTIONAL	_____	_____
SOCIAL	_____	_____
ARTISTIC	_____	_____
REALISTIC	_____	_____
INVESTIGATIVE	_____	_____

Choose the occupations that would match your first three highest-ranked skills (the skills that you now have and enjoy). Then, see if your present curriculum would fit or not fit your first three highest-ranked skills. [Use the Library - Tech II and look up the Occupational Outlook Handbook. For in-depth career search, use the Career Library - Loew 308 and its resources in career counseling, testing, computer-assisted search, references, etc.]:

My FIRST-ranked skill:_______________________________

(e.g. Skill: REALISTIC - Occupations <=> surveyor, aircraft controller, electrician).

Occupations:__________________ ____________________ ____________________

My SECOND-ranked skill:_______________________________

(e.g. Skill: INVESTIGATIVE - Occupations <=> biologist, medical lab technologist, chemist).

Occupations:__________________ ____________________ ____________________

My THIRD-ranked skill:_______________________________

(e.g. Skill: CONVENTIONAL - Occupations <=> bookkeeper, banker, tax expert).

Occupations:__________________ ____________________ ____________________

How does your present curriculum fit or not fit your first three highest ranked skills? (e.g. Data Programming would fit INVESTIGATIVE skills that deal with the ability to collect, analyze, and organize data. Accounting would not fit REALISTIC skills that deal with mechanical ability, motor coordination and outdoor activities).

My present curriculum would fit or not fit my FIRST-ranked skill ______

because: ______

______

My present curriculum would fit or not fit my SECOND-ranked skill ______

because: ______

______

My present curriculum would fit or not fit my THIRD-ranked skill ______

because: ______

______

For having matched occupations with my first three highest-ranked skills and having matched my present curriculum with my first three highest-ranked skills, I will reward my success with:

______

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	1 2 3 4 5 6 7 8 9 10	10 9 8 7 6 5 4 3 2 1

______ STUDENT

______ COUNSELOR/MENTOR

From: ______ to: ______ ______
DATE (for accomplishing this contract)

SUCCESS CONTRACT XIV

DECISION - MAKING

Look up the text pp.167-169 for a step-by-step example of decision making. The examples given for each step will help you through each step of this decision-making contract.

Step 1 Define the problem.
(e.g. to be a nurse or social worker; I need to decide on an occupation).

What needs to be decided? Why do I need to decide now?

....
....
....

Step 2 Define the limits.
(e.g. at the end of this fall semester; I have to work soon to support my family).

How much time do I have to decide? Who can help me? What are my goals? Who will hinder me? How will I know when m satisfied? How does my geographical location limit me? What prevents me from taking action? What feelings of mine will hinder my decision making? How much money can be spent if money is involved?

....
....
....
....
....

Step 3 Brainstorm.
(e.g. In this example, take the COPS inventory test; ask friends and relatives; talk with counselor; visit worksites; interview people on the job; do volunteer nursing or social work job; etc.).

Without judging or censoring any ideas, write down any and all possible solutions to the problem. For now, write even ones that seem far-fetched or silly to you; they may lead to other ideas.

....
....
....
....
....

Step 4 Trim the list.
(e.g. In this example: eliminate volunteer work; eliminate on-the-job interviews).

If your list is very long, eliminate choices that are highly unlikely.

....
....
....

Step 5 Seek advice.
(e.g. In this example: ask my psychology professor about social work; ask my nursing instructor about nursing).

Ask your friends or family if they have any ideas about possible solutions, but be sure to let them know you are just looking for suggestions, not letting them decide for you.

....
....
....

Step 6 Seek information.
(e.g. In this example, a career search in the Career Library - Loew 308).

You may need to write or call for information regarding some of the solutions.

....
....
....

Step 7 Consider the forces for and against.
Take each possible solution individually and list all the forces for and against choosing it. (See this example under step 8.)

FOR	AGAINST
....	....
....	....
....	....
....	....

Step 8 Weighting.

Solution: Enroll in Social Work

Forces for	Forces Against
3 higher salary	10 Longer years of study
1 job satisfaction	2 books expensive
2 meet people	3 have to work part-time
6	15

Solution: Enroll in Nursing

Forces for	Forces Against
10 stable income	6 Difficult courses
4 job satisfaction	2 books expensive
3 meet people	5 Long work hours

Step 9 Reduce the forces against [in Step 7].
Check all the forces against to see if they could be reduced in force (given lower weight) or eliminated altogether by making a change. For Social Work, "books expensive" could be eliminated if the person could buy used books. The 2-point weighting would change to 0, and this would change forces against from 15 to 13. For Nursing, "books expensive" could be eliminated if the person could buy used books. The 2-point weighting would change to 0, and this would change forces against from 13 to 11.

Step 10 Compute a total score for each solution [Go back to Step 7]. (e.g. For Social Work, Forces for (6) - Forces Against (14) = - 8 Forces Against. For Nursing, Forces for (17) - Forces Against (11) = + 6).

If you reduced the forces against, use the new number to compute the total score for each solution. Subtract the points "against" from the points "for." It is possible that you can get a total score of less than 0 if a solution has more points "against" than "for"; if so, simply record the amount below 0 as a negative score.

Step 11 Compare and react [In Step 7].
(e.g. In this example, I may be leaning toward Nursing because I need to support my family right away or in the near future).

Compare the rating score for each solution. Also check your feelings and hunches about what is best.

Step 12 Rank [the solutions in Step 7].
(e.g. In this example, Nursing (+6) = 1st; Social work (- 8) = 2nd)

Rank the solutions in order from highest to lowest rating. If you need only one solution, take the best. If you need to narrow your choices, explore the top three or four. Up to now, this process may have seemed a very numerical one and one that did not take into account your feelings about these things. Decision making is almost always an emotional and difficult process and often it arouses strong feelings of excitement, nervousness, confusion, anticipation, etc. When the decision affects more than just you, then feelings of others can be involved and disagreements and conflicts can arise. The process presented here is designed not to deny the feelings of those involved, but rather to help you consider all the possibilities and make the best decision.

For having followed carefully the 12 steps toward making a decision, I will reward my success with:

____
[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

______________________________ STUDENT

______________________________ COUNSELOR/MENTOR

From: ____________ to: ____________
DATE (for accomplishing this contract)

SUCCESS CONTRACT XV

GOAL - SETTING

BEFORE	AFTER
(Behavior you want to change)	(Behavior Goals)

(e.g. frequent, long phone chats----->schedule phone chats).

WHO: (Including yourself, what other people are involved?)
(e.g. my friends, classmates------------->same people)

Old Cast	New Cast
....	....
....	....
....	....

WHAT: (What specific behavior must change?)
(e.g. the "how often" and "how long?"--->when needed and outside study hours).

....
Old Behavior New Behavior

WHEN: When does this particular behavior occur?
(e.g.after dinner----------------------->lunch break).

....
Old Time New Time

WHERE: Where does this particular behavior occur?
(e.g. at home-------------------------->public phone booth).

....
Old Location New Location

WHY: Why behavior continues to happen?
(e.g. I cannot say "NO" to my friends--->failing grades will place me on Academic probation).

....
Old Motivation New Motivation

HOW: How did I try to solve this particular behavior?
(e.g. trying to make excuses----------------->new time, new location).

....
Old Method New Method

For having followed the 5 W's and the H in goal-setting, I will reward my success with:

____

[Choose from the Reward Schedule in the Appendix]

	STUDENT EVALUATION	COUNSELOR/MENTOR EVALUATION
I gave my best effort to the tasks I have chosen for this SUCCESS contract	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

____
STUDENT

____
COUNSELOR/MENTOR

From: ____________ to: ____________
DATE (for accomplishing this contract)

APPENDIX

REWARDS

REWARDS

A reward is anything that will increase the occurrence of the behavior that it follows. Rewards can be things, people, or activities. A "thing" reward might be a doughnut, a five-dollar bill, a new dress, a fancy shirt, a stereo record -- anything you want or would like to have. A "people" reward would be something like being able to go on a date with your girl/boyfriend, talk to your friend on the phone--spend time with anyone you enjoy. An "activity" reward is any event that you enjoy - playing a game, going to a move, and so on. Sometimes you treat yourself to a movie. Or you buy a good meal at a restaurant. Maybe you "do nothing" -- talk with friends,loaf. Usually these kinds of potential rewards are not limited to any one behavior or situation. You may just feel like going out for a few sodas. Any kind of special occasion like this can be used as a reward. The task is simply to connect the occurrence, as a consequence, _. the target behavior (you want to change).

The range of rewards is potentially as wide as the range of objects in the world, as wide as the range of human activities. How can an individual decide which of these will be among the catalog of potential rewards for him/her?

To demonstrate the variety that is possible, a partial list of the rewards used by students follows:

taking bubble baths
going to a movie or a play
going to the beach
mountain climbing
spending time at a favorite hobby
spending money
playing records
listening to the radio
watching TV
eating favorite foods
going out "on the town"
playing sports

spending extra time with a friend
"spoiling" or "pampering" oneself
reading mystery stories
taking long breaks from work
putting on makeup
not going to work
"doing anything I want to do"
going to parties
being alone
"doing only the things I want to do, all day long."
"not doing my duty sometimes"
goofing off

HOW TO CATALOG YOUR REWARDS

How can you decide which are the potentially effective rewards for yourself? Here are some questions to answer:

1. What kinds of things do you like to have?
2. What are your major interests?
3. What are your hobbies?
4. What people do you like to be with?
5. What do you like to do with those people?
6. What do you do for fun, for enjoyment?
7. What do you do to relax?
8. What do you do to get away from it all?
9. What makes you feel good?
10. What would be a nice present to receive?
11. What kinds of things are important to you?
12. What would you buy if had an extra five dollars? Ten dollars? Fifty dollars?
13. What behaviors do you perform every day? (Don't overlook the obvious, the commonplace.)
14. What would you hate to lose?
15. Of the things you do very day, what would you hate to give up?

You can construct your own additional set of questions. Determining self-rewards is an individual matter. You should feel confident in the rewards that you feel are present, whether or not they are used as examples in this section.

THREE CONSIDERATIONS IN CHOOSING A REWARD

You have to consider three things when choosing a reward. First, the consequence has to be a reward for you. You will have to select consequences that are individually tailored to your needs and desires.

Second, the consequences you select to use as rewards must be accessible to you. You must be able to manage them, to make them happen.

Third, they should be relatively strong rewards: the more potent the reward, the more likely it is to be effective in helping you to change your behavior.

REWARD SURVEY SCHEDULE

The items in this survey refer to things and experiences that may give joy or other pleasurable feelings. Check each item in the column that describes how much pleasure it gives you nowadays. Then, following the rules outlined above, choose any one item or items for the reward associated with the successful completion of the terms of a contract.

	Not at All	A Little	A Fair Amount	Much	Very Much
1. Eating					
a. Ice Cream	-----	-----	-----	-----	-----
b. Candy	-----	-----	-----	-----	-----
c. Fruit	-----	-----	-----	-----	-----
d. Pastry	-----	-----	-----	-----	-----
e. Nuts	-----	-----	-----	-----	-----
f. Cookies	-----	-----	-----	-----	-----
2. Beverages					
a. Water	-----	-----	-----	-----	-----
b. Milk	-----	-----	-----	-----	-----
c. Soft drink	-----	-----	-----	-----	-----
d. Tea	-----	-----	-----	-----	-----
e. Coffee	-----	-----	-----	-----	-----
3. Solving Problems					
a. Crossword puzzles	-----	-----	-----	-----	-----
b. Mathematical problems	-----	-----	-----	-----	-----
c. Figuring out how something works	-----	-----	-----	-----	-----
4. Listening to Music					
a. Classical	-----	-----	-----	-----	-----
b. Western Country	-----	-----	-----	-----	-----
c. Jazz	-----	-----	-----	-----	-----
d. Show Tunes	-----	-----	-----	-----	-----
e. Rhythm & Blues	-----	-----	-----	-----	-----
f. Rock & Roll	-----	-----	-----	-----	-----
g. Folk	-----	-----	-----	-----	-----
h. Popular	-----	-----	-----	-----	-----
5. Animals					
a. Dogs	-----	-----	-----	-----	-----
b. Cats	-----	-----	-----	-----	-----
c. Birds	-----	-----	-----	-----	-----
d. Other	-----	-----	-----	-----	-----

	Not At All	A Little	A Fair Amount	Much	Very Much
6. Watching Sports					
a. Football..................	-----	-----	-----	-----	-----
b. Baseball..................	-----	-----	-----	-----	-----
c. Basketball................	-----	-----	-----	-----	-----
d. Track.....................	-----	-----	-----	-----	-----
e. Golf......................	-----	-----	-----	-----	-----
f. Swimming..................	-----	-----	-----	-----	-----
g. Running...................	-----	-----	-----	-----	-----
h. Tennis....................	-----	-----	-----	-----	-----
i. Pool......................	-----	-----	-----	-----	-----
j. Other.....................	-----	-----	-----	-----	-----
7. Reading					
a. Adventure.................	-----	-----	-----	-----	-----
b. Mystery...................	-----	-----	-----	-----	-----
c. Famous People.............	-----	-----	-----	-----	-----
d. Poetry....................	-----	-----	-----	-----	-----
e. Travel....................	-----	-----	-----	-----	-----
f. True Confessions..........	-----	-----	-----	-----	-----
g. Politics & History........	-----	-----	-----	-----	-----
h. How to-do-it..............	-----	-----	-----	-----	-----
i. Humor.....................	-----	-----	-----	-----	-----
j. Comic Books...............	-----	-----	-----	-----	-----
k. Love Stories..............	-----	-----	-----	-----	-----
l. Spiritual.................	-----	-----	-----	-----	-----
m. Sports....................	-----	-----	-----	-----	-----
n. Newspapers................	-----	-----	-----	-----	-----
o. Other.....................	-----	-----	-----	-----	-----
8. Looking at Interesting Buildings..................	-----	-----	-----	-----	-----
9. Looking at Beautiful Scenery....................	-----	-----	-----	-----	-----
10. T.V. Movies or Radio.......	-----	-----	-----	-----	-----
11. Like to Sing					
a. Alone.....................	-----	-----	-----	-----	-----
b. With Others...............	-----	-----	-----	-----	-----

	Not At All	A Little	A Fair Amount	Much	Very Much
12. Like to Dance					
a. Ballroom................	-----	-----	-----	-----	-----
b. Discotheque.............	-----	-----	-----	-----	-----
c. Ballet or Interpretive..	-----	-----	-----	-----	-----
d. Square Dancing..........	-----	-----	-----	-----	-----
e. Folk Dancing............	-----	-----	-----	-----	-----
13. Performing on a Musical Instrument.........	-----	-----	-----	-----	-----
14. Playing Sports					
a. Football................	-----	-----	-----	-----	-----
b. Baseball................	-----	-----	-----	-----	-----
c. Basketball..............	-----	-----	-----	-----	-----
d. Track & Field...........	-----	-----	-----	-----	-----
e. Golf....................	-----	-----	-----	-----	-----
f. Swimming................	-----	-----	-----	-----	-----
g. Running.................	-----	-----	-----	---	-----
h. Tennis..................	-----	-----	-----	-----	-----
i. Pool....................	-----	-----	-----	-----	-----
j. Boxing..................	-----	-----	-----	-----	-----
k. Judo or Karate..........	-----	-----	-----	-----	-----
l. Fishing.................	-----	-----	-----	-----	-----
m. Skin-diving.............	-----	-----	-----	-----	-----
n. Auto or cycle racing....	-----	-----	-----	-----	-----
o. Hunting.................	-----	-----	-----	-----	-----
p. Skiing..................	-----	-----	-----	-----	-----
15. Shopping					
a. Clothes.................	-----	-----	-----	-----	-----
b. Furniture...............	-----	-----	-----	-----	-----
c. Auto parts & supply.....	-----	-----	-----	-----	-----
d. Appliances..............	-----	-----	-----	-----	-----
e. Food....................	-----	-----	-----	-----	-----
f. New car.................	-----	-----	-----	-----	-----
g. New place to live.......	-----	-----	-----	-----	-----
h. Sports equipment........	-----	-----	-----	-----	-----
16. Gardening..................	-----	-----	-----	-----	-----
17. Playing cards..............	-----	-----	-----	-----	-----
18. Hiking or Walking..........	-----	-----	-----	-----	-----
19. Completing a Difficult Job.....................	-----	-----	-----	-----	-----

	Not At All	A Little	A Fair Amount	Much	Very Much
20. Camping	-----	-----	-----	-----	-----
21. Sleeping	-----	-----	-----	-----	-----
22. Taking a Bath/Shower	-----	-----	-----	-----	-----
23. Being Praised					
a. About your work	-----	-----	-----	-----	-----
b. About your mind	-----	-----	-----	-----	-----
c. About your personality	-----	-----	-----	-----	-----
d. About your moral strength	-----	-----	-----	-----	-----
e. About your understanding of others	-----	-----	-----	-----	-----
24. Talking with People Who Like You	-----	-----	-----	-----	-----
25 Talking to Friends	-----	-----	-----	-----	-----
26. Being in Church or Temple	-----	-----	-----	-----	-----
27. Saying Prayers	-----	-----	-----	-----	-----
28. Having somebody pray for you	-----	-----	-----	-----	-----
29. Peace and Quiet	-----	-----	-----	-----	-----

FACILITATOR'S GUIDE TO
GETTING SET FOR SUCCESS

EMILIO SANTA RITA

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FOREWORD

If you encourage all your students to help each other learn...If you involve all members of the group in planning the learning activities...you have as many "teaching assistants" as there are students. You and your students, working together, create the best conditions for learning.

How can you do this? First you need to discover whether your class is a "group" or a "collection of individuals?" There's a big difference between the two.

The Class as a Collection of Individuals

If yours is a "collection of individuals" situation, your students have not accepted learning as a common task. The following conditions probably exist:

- Each student is in an apathetic posture in relation to every other student. It sometimes seems as though all students are in a game with each other - pretending not to know or care for one another.
- Because all your students do not have equal learning skills, some become worried about constantly coping alone with the fear of failure.
- Because of the apathy, some students fall behind and may even become dropouts. With only their loyalty to you or their interest in the subject matter to hold them in class, either or both ties may snap and the student may not return to class.

The Class as a United Group

When the entire class accepts the responsibility of helping each member learn, the following conditions may exist:

- Teachers and students show concern for elements in the instruction that prevent some students from learning.
- The class carefully considers how "we" (teachers and students) can improve the learning situation for each student.
- Students and teacher alike seek ways of bringing timid or withdrawn persons into discussion.

- Individual students feeling at home in the group and knowing that they can count on all members for support, tend to become less timid and withdrawn. Their motivation to learn is stronger. Motivation to learn does not come only from the desire of the student to acquire knowledge. (A student may have a desire for knowledge, and still drip out of class.) Equally important to the individual may be such things as: (a) acceptance by other class members, (b) feeling that he belongs to a group which is doing significant things, (c) working with other people on worthwhile projects, and (d) having occasional opportunities to try out leadership skills.

It is sometimes said that undesirable results may come from involving all the students in helping each other learn. First - students may become so concerned with learning about learning that they don't learn much about the subject matter they are studying. Second - bright and ambitious students, because of their concern for the slower ones, may not get as much as they should out of the class.

These questions have been examined in a number of research studies. It has been found that, as a general rule, classes which involve the entire group in the learning process tend to learn more. New subject matter can be presented most rapidly, and individual achievement is highest.

Research over the past few years has found that the most effective leader encourages members of this group to take an active part in group affairs. The true leader, in short, is not the "You listen, I'll do the talking" type of person. Instead, he skillfully helps others in the group to be creative and productive.

This concept of teaching actually makes possible more effective learning of subjects. It also develops each class member's ability to think of new ideas to cooperate with others, to "come out of himself," to have confidence in his own skills and abilities.

THE AUTHOR

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UNIT I: Coping Skills

Lesson Plan for Chapter I: HANDLING STRESS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract I, the students will be able (1) to identify the sources of stress and, (2) apply coping behaviors that modify or reduce stress.

PREASSESSMENT: This is the first session; there could not be a preassessment. But the class will be asked to fill out the STRESS TEST as part of their group exercise. They will need the scores so they can complete the tasks required in Success Contract I (pp.201-202).

CONTENTS of Chapter I:

1. Stress Test
2. Sources of Stress
3. A Plan To Minimize Stress In Life.
4. Group Exercise: (a) "Warm-Up;" (b) "Pin-the-tail-on-the-donkey [The latter is Optional, due to time constraints]; (c) Fill out the STRESS TEST.
5. Group Discussion of five (5) case problems

LECTURETTE:

Briefly review Chapter I - HANDLING STRESS - pp.7-9: How Do You Cope With Stress In Your Life; Sources of Stress.

GROUP-LEARNING ACTIVITIES:

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Warm-Up Exercise. Pin-the tail-on-the-donkey (p.10) [The latter is optional, due to time constraints.] Explain and discuss briefly what the class should do with the STRESS TEST (pp.4-6).

B. Group Discussion

After debriefing, divide the class into groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will discuss 1) the source of stress in each problem; and, 2) will recommend behaviors that would reduce stress (pp.11-12).

MATERIALS

In the text: STRESS TEST for the Group Exercise; Case Problems for the Group Discussion and Success Contract I: Stress.

EVALUATIONS

Before the end of the class period, go over Success Contract I. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit I; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

The class will do the Warm-Up exercise; and/or Pin-the-Tail-on-the-Donkey [The latter is Optional, due to time constraints.] The class must do the STRESS TEST.

Shift into the debriefing segment by simply saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Modify stressful behavior by increasing healthy behaviors. Healthy behaviors help you better manage the stress in your life.

2. To modify stressful behaviors it is useful to identify the barriers that prevent changing these behaviors. Once the barriers are identified, strategies can be developed to eliminate or reduce stressful behavior

3. Self-monitoring is observing and recording your behavior. Monitoring your life-style can increase awareness of your behavior, which is the first step in modifying stressful behavior.

4. The use of rewards increases the likelihood that healthy behaviors will stay in place. Rewards reinforce the new behaviors and ensures that these new behaviors are repeated.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.11-12)

1. HOWARD: Overload - He should balance study schedule to include courses other than chemistry.
2. SHELLY: Compulsiveness/overload Follow advisement plan on what appropriate courses to take each semester.
3. MRS. WYNNE: Overload Drop some courses; do not withdraw from all her courses.
4. NANCY: Frustration Not to work for Gary. She must decide what is important to her personally and define career goal.
5. ROSE: Compulsiveness/Overload Withdraw from college. Seek rehabilitation counseling as soon as possible.

GROUP PROCESS

Through the group exercise and group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. I can control the sources of stress in my life. Values will determine whether I continue or discontinue exerting pressure on myself.

2. Self. My self-esteem is a function of being able to modify my stressful behavior.

3. "Success" concept. My success is a function of how I can replace stressful behavior with healthy behaviors.

4. Positive Group Experiences. There is opportunity for growth when engaged in a group effort to determine the sources of stress and to find healthy behaviors that can replace stressful behaviors.

SUCCESS CONTRACT I: Stress - SUCCESS PORTFOLIO, pp.201-202.

Before the end of the class period, go over Success Contract I briefly. Remind students that your evaluation of their work and their feeling of success and accomplishment will come from defining the sources of their own personal stress and from following a personal plan that modifies or reduces stress.

Rewards are important to make sure that coping behaviors are in place. However, students must follow the rules of selecting the appropriate kind of rewards (See Rules for Choosing Rewards in the Appendix). The appropriate kind of rewards will reinforce the coping behaviors that modify or reduce stress.

ASSIGNMENT

Read Chapter II - TIME MANAGEMENT - pp.16-19: Time Wasters, Possible Cause and Possible Ways to Prevent; Time Utilization Plan; and, Case Applications.

Fill out the HOW DO YOUR ORGANIZE YOUR TIME questionnaire in Chapter II, pp.14-15 so that you can complete the tasks required in Success Contract II: Time Management.

Lesson Plan for Chapter II: TIME MANAGEMENT

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract II, the students will list: (1) their own "time wasters," (2) the possible "cause" for these "time wasters," and (3) possible "ways to prevent" their "time wasters."

PREASSESSMENT: Before this class, the students will have filled out their HOW DO YOU ORGANIZE YOUR TIME inventory so they can complete the tasks required in Success Contract II: Time Management (pp.203-206).

CONTENTS of Chapter II:

1. How Do You Organize Your Time Inventory
2. Time Wasters, Possible Cause, Possible Way To Prevent
3. Time Utilization Plan
4. Case Applications
5. Group Exercise: "TO DO" Today list
6. Group Discussion

LECTURETTE:

Review briefly the assigned readings in Chapter II -TIME MANAGEMENT - pp. 16-19: Time Wasters, Possible Cause, Possible Way To Prevent; Time Utilization Plan; and, Case Applications.

GROUP LEARNING ACTIVITIES

The Learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will work over the "To Do" today list: Consider each activity carefully and indicate how you feel about their importance by evaluating them in terms of the categories "Must Do Today," "Should Do Today," and "Nice To Do Today" (p.20).

B. Group Discussion

After the debriefing, each small group will discuss the case problem assigned to it. Each small group will determine from the assigned problem case: (1) the time waster, (2) possible cause of the time waster, and (3) possible ways of preventing that time waster (pp.21-22).

MATERIALS

In the text: HOW DO YOU ORGANIZE YOUR TIME inventory; TO DO Today list for the Group Exercise; Case Problems for the Group Discussion and *Success Contract II: Time Management*.

EVALUATIONS

Before the end of the class period, go over *Success Contract II*. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit I; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Each small group will do the "To Do" list for *Today* exercise (p.20).

Must Do Today	Should do Today	Nice to do Today
Organize desk	See Prof. Smith to discuss midterm grade	Write thank you note to Aunt for birthday gift
Do math homework - due tomorrow	Organize/review lecture notes from computer class	Buy wedding gift for cousin
Read case study assigned for OCD01 in class tomorrow	Prepare and run program for computer class (due in 1 week)	
Go to bank to deposit paycheck	Study Microbiology exam (due in 4 days)	
Go to doctor at 4 p.m. for checkup	Start research in psychology (due in 1 month)	
Jog		

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. *Decide what you want to accomplish*. Without well-defined objectives, time management has no meaning. First clarify your goals, then put them in writing.

2. *Find out how you use your time*. Keep a time inventory to see how you are actually using your time. Frequently comparing the schedule with the actual events will help you discover ways to become more realistic and effective in scheduling your time.

3. Record the activities you must perform to accomplish your goals in an appointment book or schedule book. Record deadlines, upcoming exams, paper due dates, work and family commitments. Establish priorities. Keep this with you all the time.

4. Try a weekly time plan. Once you have completed a time inventory, try a weekly plan. Spend about 15 minutes each week to develop a plan that indicates what you want to accomplish and when you plan to accomplish it.

5. Translate your weekly plan into a daily plan. At the end of each day, review the day just completed. Set your priorities for tomorrow (refer to weekly plan). Write out your "Things To Do" list. Place an asterisk in front of those events that are high priority items.

6. Build flexibility into your schedule. Allow for the unexpected things that happen each day.

7. Try to control such time wasters as procrastination, interruptions and work overload. Assign priorities; break big tasks into many small tasks; make the most of prime time and schedule the most important things first.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.21-22)

	TIME WASTER	POSSIBLE CAUSE	POSSIBLE WAYS TO PREVENT
BILL	Socializing	Lack of priorities	Set and concentrate on goals
MAXINE	Perfectionism	Attempting too much	Enjoy part-time work
JIM	Lack of self-discipline	Broad interests	Put first things first
TRACY	Socializing	Lack of priorities	Set and concentrate on goals
GREG	Lack of self-discipline	Broad interests	Put first things first

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" students:

1. Perceptions. Time is precious. I must control time so that I can do what I must do.

2. Self. My self-esteem is a function of my being in control of my time wasters.

3. "Success" concept. My success is a function of how I can set priorities and am able to achieve my goals.

4. Positive group experiences. Opportunity to learn from others time-control skills and appreciate priority lists different from mine. Opportunity for growth as I feel supported by my peers all seeking the same goal: the management of time.

SUCCESS CONTRACT II - Time Management - SUCCESS PORTFOLIO: pp.203-206.

Before the end of the class period, go over the Success Contract II briefly. Since specific examples follow each implementation step of the contract, the students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from making a personal effort to determine their own time wasters, determine the possible causes of their own time wasters and find possible ways to prevent their own time wasters.

Rewards will make it possible that their time management skills will remain in place. However, students must choose the appropriate rewards (See Rules for Choosing Rewards in the Appendix). Appropriate kinds of rewards are effective in reinforcing newly-acquired, time-managing skills.

ASSIGNMENTS

Read Chapter III - FEELING DOWN - pp.26-32: The Many Faces of Depression; The Case of Marcia; and, A Plan to Cope with Depression.

Fill out ASSESSMENT OF DEPRESSION questionnaire, pp.24-25 so that you can complete the tasks required in Success Contract III: Depression.

Lesson Plan for Chapter III: DEPRESSION

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVES: In Success Contract III, students will be able to implement a plan to cope with depression.

PREASSESSMENT: Before this class, the students will have filled out the ASSESSMENT OF DEPRESSION inventory so they can complete the tasks required in Success Contract III: Depression (pp.207-210).

CONTENTS of Chapter III:

1. Assessment of Depression Inventory
2. The Many Faces of Depression.
3. The Case of Marcia
4. A Plan for Coping with Depression
5. Group Exercise: LOOKING FOR MR./MS DEPRESSED
6. Group Discussion of four (4) case problems

LECTURETTE:

Review briefly the assigned readings in Chapter III - FEELING DOWN - pp.26-32: The Many Faces of Depression; The Case of Marcia; and, A Plan for Coping with Depression.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and group discussion that follow:

A. Group Exercise

Introduce the group exercise: LOOKING FOR MR./MS DEPRESSED. The class, as a whole, will go through several statements "looking" for that statement that a depressed person would most likely have in mind. The class is also afforded an opportunity to "look" for that statement that a "normal" person would most likely have in mind within the context of the statement (pp.33-34).

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will discuss one of the four case problems and look for the many faces of depression: (1) emotional manifestation; (2) cognitive manifestation; (3) physical manifestation; (4) social manifestation (pp.35-36).

MATERIALS

In the text:ASSESSMENT OF DEPRESSION inventory; Looking for Mr./Ms Depressed for the Group Exercise; Case Problems for the Group Discussion and Success Contract III: Depression.

EVALUATIONS

Before the end of class period, go over Success Contract III. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.) The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit I; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE (pp.33-34): (D= reaction of a depressed person; N = reaction of a "normal" person).

1. D: C N: B
2. D: C N: B
3. D: C N: B
4. D: C N: B
5. D: B N: A
6. D: B N: A
7. D: A N: B
8. D: A N: C
9. D: A N: B
10. D: C N: B

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Selective awareness is deciding on whether to focus on the good or on the bad in a situation or person. Focusing on the good is less depressing.

2. Experiencing life as fully as possible requires conscious effort, since we become habituated to things which are repeated. Varying our experiences (such as taking different routes to school or work) can help in this process.

3. Self-esteem refers to how high a regard you hold for yourself. Those with low self-esteem experience depression from not thinking well of themselves, not trusting their opinions, and acting nonassertively. Self-esteem is learned and can be changed.

4. Depression can be managed. Depression can be managed by environmental planning, relabeling, self-talk, thought stopping, or systematic desensitization.

5. The cognitive approach follows Albert Ellis'technique of managing depression. This consists of examining irrational beliefs, changing those beliefs, and envisioning more positive consequences of our actions.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASES (pp.35-36)

1. FRANK - Physical manifestation: loss of weight, loss of energy.
   Motivational manifestation: unable to pursue any long-term goals, unable to hold jobs for long.
   Cognitive manifestation: feelings of worthlessness.
   Emotional manifestation: self-reproach, guilt.

2. JOHN - Physical manifestation: problems sleeping, losing weight.
   Motivational manifestation: suicide attempt.
   Cognitive manifestation: future is hopeless.
   Emotional manifestation: disappointment in self.

3. HANK - Physical manifestation: loss of appetite; 50 pounds weight loss; burning chest, back and abdominal pain.
   Motivational manifestation: withdrawn and isolated;disinterested in friends and family.
   Cognitive manifestation: believes he is dying of cancer.
   Emotional manifestation: unresponsive to family's and friends' attempts to make him feel better.

4. SANDY - Physical manifestation: feeling tired all the time; appears sluggish; attention span decreasing.
   Motivational manifestation: suicide attempt.
   Cognitive manifestation: acceptance of blame for grandfather's death and parents' separation.
   Emotional manifestation: feeling angry most of the time; not having fun anymore.

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful student":

1. Perceptions. I have more self-worth than I think I have. I can do something about my feeling of self-worth.

2. Self. My self-esteem is a function of regarding what is of worth in myself.

3. "Success" concept: My success is a function of how I can focus on my strengths and focus on the positive aspects of others and the positive aspects of situations.

4. Positive group experiences. Exposure to peers. Opportunities to learn from others. There is opportunity for growth as each student is supported by the group's struggle to understand and cope with the common experience of depression.

SUCCESS CONTRACT III - Depression - SUCCESS PORTFOLIO: pp.207-210.

Before the end of the class period, go over Success Contract III briefly. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from working on the over-all plan that will help them cope with depression.

Rewards reinforce skills that cope with depression. However, students must choose the appropriate kinds of rewards (see Rules for Choosing Rewards in the Appendix). The appropriate kinds of rewards will sustain the behaviors needed to cope with depression.

ASSIGNMENTS

Read Chapter IV - BEING ASSERTIVE - pp.42-48: Assertiveness Fact Sheet; Assertiveness With Style; and, The Case of Susan.

Fill out the ASSERTIVENESS INVENTORY - Chapter III, pp.40-41 so that you can complete the tasks required in Success Contract IV: Assertiveness.

Lesson Plan for Chapter IV: ASSERTIVENESS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract IV, the students will be (1) able to specify the situations that they wish to target, and (2) specify the passive behavior they wish to change into assertive behavior.

PREASSESSMENT: Before this class, the students will have filled out their ASSERTIVENESS INVENTORY so they can complete the tasks required in Success Contract IV: Assertiveness (pp.211-213).

CONTENTS of Chapter IV:

1. Assertiveness Inventory
2. Assertiveness Fact Sheet
3. Assertiveness with Style
4. The Case of Susan
5. Group Exercise
6. Group Discussion of 5 case problems

LECTURETTE:

Review briefly the assigned readings in Chapter IV - ON BEING ASSERTIVE - pp.42-48: Assertiveness Fact Sheet; Assertiveness with Style; and, The Case of Susan.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise
The class, as a whole, will go through ten (10) situations and determine whether the responses are Aggressive, Assertive, or Passive (pp.49-50).

B. Group Discussion
When debriefing is over, divide the class into groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will discuss the particular problem cases assigned to them, classifying the behavior into: Assertive, Aggressive, or, Passive (pp.51-54).

MATERIALS

In the text: ASSERTIVENESS INVENTORY; Situations for the Group Exercise on Assertiveness; Case Problems for the Group Discussion and Success Contract IV: Assertiveness.

EVALUATIONS

Before the end of the class period, go over Success Contract IV. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit I; or, by whatever deadline you have determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE (pp.49-50):

1. Aggressive
2. Assertive
3. Passive
4. Assertive
5. Assertive
6. Aggressive
7. Passive
8. Assertive
9. Aggressive
10. Assertive

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Being assertive means being able to express your feelings, stand up for your rights and those of others, and state your opinions without abusing or taking advantage of others. It does not mean being selfish, aggressive, or hostile.

2. Assertive behavior falls in the middle region ranging from under-assertive behavior at one extreme to over-assertive behavior at the other extreme. Under assertive individuals are described as meek, passive, or easily manipulated; over-assertive people seem aggressive, hostile, or arrogant. Assertive behavior is described as active, direct, and self-confident.

3. You may recognize in yourself a tendency to be aggressive or passive at times. You may find it difficult to be assertive with certain people, such as your boss and your peers.

4. Though you may act assertively, you are probably uncomfortable doing so. Some people report feeling guilty when they act assertively.

5. Problems of assertiveness can be related to lack of appropriate skills, as well as to anxiety that inhibits performance of assertive responses. Relaxation training and practice msy be sufficient if the individuals have the skills required to perform assertive responses. If they do not have the requisite skills, an assertiveness session that focuses on reducing anxiety as well as teaching the necessary skills should be of considerable help.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.51-54)

1. **Assertive**: "Ann, I would like you to know that I put in some money for your birthday gift."
   Passive: Rita says nothing.
   Aggressive: "You, sneak! You want to get all the credit.

2. **Assertive**: "I do my share two nights a week."
   Passive: "Please tell them to do the dishes."
   Aggressive: "You are spoiling them."

3. **Assertive**: "I feel insulted. I got B's in Algebra and in science class."
   Passive: "I guess you are right; I should not take all that hard stuff."
   Aggressive: "You are a racist (!#&*$)!

4. **Assertive**: "I need time to decide on something that is very important to me."
   Passive: "Yeah, I am a square."
   Aggressive: "You can have him."

5. **Assertive**: "I demand an apology from you before all these people.
   Passive: "Ricky was just talking to me."
   Aggressive: "You slap me and I will slap back."

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful student:"

1. Perceptions. I have my own rights as an individual. I have to assert my rights as an individual.

2. Self. My self-esteem is a function of how I recognize my own rights and believe in these rights.

3. "Success" concept. My success is a function of how I can establish goals, target situations, and change passive behavior into assertive behavior.

4. Positive Group Experiences. The group can help members evaluate the risk of asserting themselves and can help weigh the advantages and disadvantages of remaining the same versus changing. The group can help realistically evaluate the severity and likelihood of negative consequences of acting assertively in comparison with the positive consequences of acting assertively. The group can also help members weigh the benefits of asserting themselves as opposed to continuing to act aggressive or passive.

SUCCESS CONTRACT IV: Assertiveness - SUCCESS PORTFOLIO, pp.211-213.

Before the end of the class period, go over Success Contract IV briefly. Since specific examples follow each implementation step of the contract, students may be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from targeting the situation, and changing a passive behavior into an assertive behavior.

Rewards are important to make sure that the newly-acquired assertive behaviors continue. However, students must choose appropriate rewards (See Rules for Choosing Rewards in the Appendix). The appropriate rewards will reinforce the newly-acquired assertive behavior.

ASSIGNMENTS

Read Chapter V, pp.57-62: Five Techniques of Problem-Solving; and, Problem-Solving Worksheet.

Fill out the PROBLEM-SOLVING INVENTORY - Chapter V, p.56 so that you complete the tasks required in Success Contract V: Problem Solving.

Lesson Plan for Chapter V: PROBLEM-SOLVING

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract V, the students will be able (1) to specify a particular problem to solve; and, (2) follow the five steps toward solving that problem.

PREASSESSMENT: Before this class, the students will have filled out the PROBLEM-SOLVING INVENTORY so they can complete the tasks required in Success Contract V: Problem-Solving (p.215-216).

CONTENTS of Chapter V:

1. Problem-Solving Inventory
2. Five steps to Problem-Solving
3. Problem-Solving Worksheet
4. Group Exercise
5. Group Discussion

LECTURETTE:

Review the assigned readings in Chapter V, pp.57-62: Five Techniques of Problem Solving; and, Problem-Solving Worksheet.

One Possible Solution
to Nine-Points Puzzle

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Divide the class into groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will then try to figure out one of the four picture puzzles (pp.63-64).

B Group Discussion

When debriefing is over, each small group will consider the case problems for problem-solving (p.65).

MATERIALS

In the text: PROBLEM-SOLVING INVENTORY; Picture puzzles for the Group Exercise ; Case Problems for the Group Discussion and Success Contract V: Problem-Solving.

EVALUATIONS:

Before the end of the class period, go over Success Contract V. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.). The average of these two will be the grade for the contract. The students will submit the completed contract by next class session; or, by the end of Unit I; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Answer to puzzles Nos. 1-4 (pp.63-64)

#1 o o o o o
o o o o o
o o o o o
o o o o o
o o o o o

#2 One possible solution: Follow the the numbers: start at 4-3-2-1-7-6-9-5.

#3 (o) (move this one to the corner)

o
o
o
o o o

Put this dot on top of the other dot,

o
o
(o) o o

#4 Start at line 5 and follow this path: 5-2-4-6-8-10-11-9-1-3-7.

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. We must take care in making assumptions. The false assumption affects actions as we seek to find a solution.

2. Only when we challenge our assumptions and give up false, irrelevant, insignificant, or restricting ideas can we proceed to accomplish our goal. Only if solvers give up an accepted assumption, can the group proceed to its task.

3. To accomplish a group goal each individual must understand the total situation and the group goals. Only when a person sees the big picture does he function well with others.

4. Being willing to cooperate and share is essential when you are a member of a group or else the group cannot succeed. If a group member will not share, very often the group cannot or will not succeed in solving a problem.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (p.65)

1. The self-imposed limit: the teacher will never believe that he has "TWO" flat tires. Is having one, or three, or four flat tires any more or less acceptable to the teacher?.

2. Consider several ideas (Brainstorm)
   Confront him
   Ignore him
   State the rules of group interaction
   Allow him 5 minutes to show off
   Give him a high five every time he discounts a student, etc.

3. A. 1) Take all kinds of pictures
      2) Let the pictures "talk" to you as to a common theme.
   B. 1) Think of a theme for the media project
      2) Start selecting pictures to weave into the theme.

4. Ask the principal to issue a temporary grade report based on each of his teachers' grades on all the subjects he has taken in his senior year.

5. What are your class hours?
What are your study hours?
What are your work hours?
What are your family hours?
How to budget time (within 168 hrs @ week?
How to accommodate emergencies?
How to look for a babysitter?
How to accommodate legal hearings, social service appointments?

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. New ideas lead to change. To question is right.

2. Self. My self-esteem is a function of my ability to open up to new ideas.

3. "Success" concept: My success is a function of my ability to work with a group, look at the problem from different angles, and arrive at a solution.

4. Positive group experiences: The combined efforts of the members yields a new effect which, like two medicinal and compatible drugs taken together, is greater than the separate parts. The feeling of the group success and power that comes from the individual members returns to the individuals to give them a sense of power and confidence they did not have previously.

SUCCESS CONTRACT V: Problem-Solving - SUCCESS PORTFOLIO,pp.215-216.

Before the end of the class period, go over Success Contract V briefly. Since specific examples follow each of the 5 problem-solving strategy, students may be tempted to repeat the examples for their own contracts. Remind students that your evaluation of their work and their feeling of success and accomplishment will come from selecting a problem of their own and then following the five steps toward solving the problem.

Rewards make it possible for this new problem-solving skill to continue. However, students must choose the appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix). Appropriate rewards will reinforce the newly-acquired problem-solving skills.

ASSIGNMENTS

Read pp.72-75 in Chapter VI: Johari's Window; and, The Case of Peter.

Fill out the IF THE SHOE FITS inventory - Chapter VI, pp.70-71 so that you can complete the tasks required in Success Contract VI: Personal Coat of Arms.

UNIT II: Awareness of Self

Lesson Plan for Chapter VI: SELF-AWARENESS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract VI, the students will be able to discover more about themselves through their personal coat of arms.

PREASSESSMENT: Before this class, the students will have filled out the IF THE SHOE FITS Inventory so they can complete the tasks required in Success Contract VI: Personal Coat of Arms (pp.217-218).

CONTENTS of the Chapter:

1. If The Shoe Fits Inventory
2. Johari's Window
3. The Case of Peter
4. Group Exercise
5. Group Discussion of five (5) Case Problems.

LECTURETTE

Review assigned readings in Chapter VI, pp.72-75: Johari's Window; and, The Case of Peter.

GROUP LEARNING ACTIVITIES:

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

The class will be asked to pair off. Each partner to the pair will take his or her turn in checking "Me As I See Myself"-"Me As I Want To Be" vs "You As I See You"-"You As I Want You To Be," down through at least ten (10) adjectives (pp.76-77).

B. Group Discussion

After debriefing, divide the class into groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. With each case study, each small group will infer what is OPEN, HIDDEN, BLIND, AND UNKNOWN about the particular person in each case (pp.78-79).

MATERIALS

In the text: IF THE SHOE FITS inventory; Adjectives Describing Self for the Group Exercise; Case Problems for the Group Discussion and Success Contract VI: Personal Coat of Arms.

EVALUATIONS:

Before the end of the class period, go over Success Contract VI. The students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for that contract. The students will submit the completed contract by the next class session; or, by the end of Unit II; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing.

1. Awareness of feelings, beliefs, skills, behaviors, and ideas is fundamental to student development. Change may come slowly, but the first step is awareness of the known and unknown in us and awareness of how people interact in relation to what is known and unknown about us.

2. The more open you are to a significant other (loved one, instructor, parent, etc.), the easier it is to establish a relationship that can lead to personal growth. If you and the significant other begin to trust each other, then both of you are able to receive feedback which can lead to further growth.

3. A change in one quadrant of Johari's window will affect other quadrants of the window. As your BLIND quadrant is reduced, it is likely that your UNKNOWN and HIDDEN will change.

4. It is not possible nor desirable to eliminate the Blind, Hidden, and UnKnown areas as you seek to expand the Open area. Each individual needs to have some privacy. It is too painful and it is unhealthy to be exposed totally to other people or even one other person. It is normal for self-protection and maintenance of self that you keep certain things Hidden to other people and Blind to self.

5. Your value system dictates the preference you have about the relative size of each of the four areas of your WINDOW. Because different people vary in regard to the value they set on awareness, openness, and privacy, the willingness to explore the Blind, Hidden, and Unknown areas will be an individual matter.

6. Your Unknown area is a significant source of potential growth. As you concern yourself mainly with the other three areas, the Unknown area will begin to shrink, and your task is then to be alert enough to deal with perceptions arising from the Unknown area.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.78-79)

	OPEN	HIDDEN	BLIND	UNKNOWN
1.	Wants to be with the boys	Fears rejection by her own sex	Wants to be liked by her own sex	Afraid to be seen as weak
2.	Poor reader	Afraid to fail	A good helper	Desires to be perfect
3.	Likes excitement	Afraid to be alone	Very shy and sad	A lot of exciting things inside self
4.	Likes to be independent	Scared of making it out there on her own	Very attached to parents	That she could make it by herself but at a much slower pace
5.	Wants privacy	Likes company	Can do a lot even with noise	Could be a fun person

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful student":

1. Perceptions. Self-Knowledge is important in life. Awareness of self and what one decides to open up to brings the possibility of growth.

2. Self-Esteem. My self-esteem is a function of looking through my WINDOW to the unknown parts of self and discovering how complex I am.

3. Success" concept. My success is a function of how I open myself up to receive feedback that leads to growth.

4. Positive Group Experiences. Exposure to others who are willing to open up the different window parts to self. Respect for the privacy of others. Openness in group is the potential for further development. The potential for growth lay in what I and others did not know about ourselves. Yet it takes courage to be willing to seek the unknown and be willing to tap it as a resource. A group of peers minimizes the danger or threat from exposing the Blind spots.

SUCCESS CONTRACT VI -Personal Coat of Arms -SUCCESS PORTFOLIO, pp.217-218.

Before the end of the class period, go over Success Contract VI briefly. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from the effort to make their personal coat of arms and come face to face with what is OPEN, HIDDEN, BLIND, and UNKNOWN about themselves.

Rewards will make possible the continuing discovery of self. However, students must choose the right kinds of rewards (See Rules for Choosing Rewards in the Appendix) to make sure that the journey toward self-discovery continue.

ASSIGNMENTS

Read Chapter VII, pp.81-86: PERSONALITY TYPES - pp.85-90: Cognitive Therapy: Self-defeating Behavior; and, The Case of Sandra.

Fill out the PERSONALITY TYPES ASSESSMENT - Chapter VII, pp.82-84 so that you can complete the tasks required in Success Contract VII: Personality Types.

UNIT III: Self Awareness

Lesson Plan for Chapter VII: PERSONALITY TYPES

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract VII, the students will be able to 1) identify the three "personality types" they feel are recurring patterns in their lives; and, (2) see how they can apply self-talk (Cognitive therapy) to stop these three self-defeating patterns.

PREASSESSMENT: Before this class, the students will have filled out their Personality Types Assessment so they can complete the tasks required in Success Contract VII:Personality Types (pp.219-221).

CONTENTS of Chapter VII:

1. Personality Types Assessment
2. Cognitive Therapy: Self-Defeating Behavior
3. The Case of Sally
4. Group Exercise
5. Group Discussion

LECTURETTE:

Review assigned readings in Chapter VII, pp.85-90: Cognitive Therapy: Self-Defeating Behavior, and The Case of Sandra.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise
The class, as a whole group, will go through the ABC's of a given situation: 1) A (events) - B (belief or thought)-C (consequence); and, then supply the missing A, B, or C in the exercises (pp.91-92).

B. Group Discussion
After the debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will identify the "personality types" that each particular healing voice could help (pp. 93-98).

MATERIALS
In the text: Personality Types Assessment; the ABC statements for the group exercise; Healing Voices for Group Discussion and Success Contract VII: Personality Types.

EVALUATIONS

Before the end of the class period, go over Success Contract VII briefly. Students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit II; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

ABC - GROUP EXERCISE (pp.91-92)

1. Joan is disappointed with herself.
2. I mispelled a word.
3. John feels guilty.
4. Andy says to himself: It is not the end of the world.
5. Gertrude says to herself: the children have forgotten me.
6. A driver cuts Mae off and then honks.
7. Betty felt that Bonnie was concerned about her.
8. Mary was tense throughout the dinner.
9. Sally says to herself: son deserves punishment.
10. I feel miserable.
11. Barbara says to herself: There must be something wrong with me.
12. Something is wrong with my son.

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. You develop your SDB's (Self-Defeating Behavior) to help you cope with anxiety. Your SDB's lessened your anxiety and as a result you have continued to use them again and again.

2. At some point in time your SDB was very functional. Your SDB lessened your anxiety or fear in the face of some new or threatening experience. Now, you use your SDB to protect yourself from situations which remind you of your old fears. Over the years, these fears have become unrealistic, overblown, mythical. What you need to do in order to overcome an SDB is confront that mythical fear and to realize that the fear is really not so bad after all.

3. SDB's don't just happen on their own. Each time your SDB is used, a choice is required to activate it and repetitive choices are needed to keep it going. The fact that choices are made in a fraction of a second can make it difficult to catch oneself doing it. Thus, a choice can be made so fast that a person can believe it just happened.

4. If a person engages in an SDB for a good many years, he may come to believe that the behavior is just part of him and not something he does. By maintaining this perception, he would not recognize the choices he makes that activate and keep the SDB alive.

5. To have full power over eliminating a SDB, one needs to fully control choices. And to control choices, one needs first to become aware of the choices. Becoming aware -- THAT YOU HAVE A CHOICE -- to use your SDB again and again is the first and sometimes most difficult step in changing.

6. You maintain a SDB by abandoning choice, minimizing your losses, and disowning responsibility. You abandon choice by comparing yourself to others or bringing back previous defeats in one's mind to scare self. You minimize the price you pay for your SDB because of your fear of change. You disown responsibility by saying: "That's the way I am"; "That's how I was raised, etc."

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

HEALING VOICES (pp.93-98)

PERSONALITY TYPES	THERAPEUTIC VOICES
COMPETITOR	A
PROPHET OF DOOM	B
ATLAS	C
MADMAN	D
MYSTIC MIND READER	E
THE SPOILER	F
THE PERFECT PERSON	G
HISTORIAN	H
HANGING JUDGE	I
SIGN PAINTER	J

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. Change is inevitable and not to be feared. Change may afford me opportunities for growth and for greater use of mind and talent.

2. Self. My self-esteem is a function of how I open myself up to change; I have worth as long as I use my mind and heart to raise the level of my experience.

3. "Success" concept. My success is a function of the ability to find my SDB's and begin to change the pattern by changing the B (belief) -element in the pattern.

4. Positive Group Experiences. Exposure to peers. Opportunities to learn from others as they confront their SDB's and do something to change the pattern.

SUCCESS CONTRACT VII - Personality Types in SUCCESS PORTFOLIO, pp.219-221.

Before the end of the class period, go over Success Contract VII briefly. Since specific examples follow each implementation step of the contract, students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their efforts and their feeling of success and accomplishment will come from : 1) identifying their personality types; and, 2) using the appropriate self-talk, the "voice" to change this pattern.

Rewards maintain the changed behavior because of a changed belief system. However, students must choose the appropriate rewards (See Rules for Choosing Rewards in the Appendix). The appropriate kind of rewards will make it possible for the self-talk to replace the old SDB pattern.

ASSIGNMENTS

Read Chapter VIII - AUTONOMY -pp.105-107: Locus of Control; and, Applications: Taking Charge of Your Life.

Fill out and score yourself on the RESPONSIBILITY INVENTORY, Chapter VIII, pp.102-104 so that you can complete the tasks required in Success Contract VIII: Taking Charge of Your Life.

UNIT II: Awareness of Self

Lesson plan for Chapter VIII: AUTONOMY

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: The students will plan how to take control of some aspect of their lives and, through Success Contract VIII, the students will be able to carry out the plan into their study, classroom, or life situations.

PREASSESSMENT: Before this class, the students will have filled out their Responsibility Inventory so they can complete the tasks required in Success Contract VIII: Taking Charge of Your Life (pp.223-224).

CONTENTS of Chapter VIII:

1. Responsibility Inventory.
2. Locus of Control: Taking Charge of Your Life
3. Applications: Taking Charge of Your Life
4. Group Exercise: The Blind Man's Ordeal
5. Group Discussion: Five (5) Student Problem Areas.

LECTURETTE

Review briefly the assigned readings in Chapter VIII, pp.105-107: Locus of Control: Taking Charge of Your Life; and, Applications: Taking Charge of Your Life.

Classify the following statements as being characteristic of an Internal (I) or external (E):

(1) E; (2) E; (3) E; (4) I; (5) E; (6) I.

Internal recognizes the connection; the external does not see or recognize the connection:

(1) I:...to get a ticket.
    E:...I might get away with it.
(2) I:...a good grade.
    E:...may stop going the classes.
(3) I:...to get caught.
    E:...to give it to my sister-in-law.
(4) I:...not to get feedback from them.
    E:...they will think I am funny.
(5) I:...never to learn from my mistakes.
    E:...people will think I am clever.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Three pairs of students are primary participants in the game (p.108). One member of each pair is asked to stand at one end of the room; the remaining three are to stand at the opposite end. The three students at one end of the room are then blindfolded. The blindfolded students' task is to move from their end of the room to the other end without bumping into any of the obstacles that will soon be put in their way. They may ask directions by addressing questions to their helping partners at the other end of the room, but they may only ask questions that can be answered "yes" or "no."

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will discuss the five (5) problems situations (pp.109-110).

MATERIALS

In the text: RESPONSIBILITY INVENTORY; Blindman's Ordeal for the Group Exercise (cloth material for blindfolds); Case Problems for Group Discussion and Success Contract VIII: Taking Charge of Your Life.

EVALUATIONS

Before the end of the class period, go over Success Contract VIII briefly. Students will rate their own efforts (10.9.8. etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit II; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

"THE BLIND ONES"

1. The question of Dependence. Was the student comfortable with having to depend on the sighted person? Did he wait to be told what to do before acting and moving? Did the student want to be guided more physically? Did the student ask of the helper questions guiding him about possible dangers? Or, was he reasonably certain that the helper would not lead him astray?

2. The question of Counter-dependence Did the student want to do anything with the helpers? Did the student try to make the helper dependent on him? Was he willing to risk some rather obvious dangers in order to keep from depending on anyone for help?

3. The question of Independence. Did the student want to function as much as possible by himself, but realized that there were dangers involved in going completely alone? Did he ask more for descriptions of the environment and potential dangers from the helper, so that he might explore their limits without risk of serious injury? If the situation warranted his complete dependence, could he adjust to it for a while? But, would he want a situation in which he would not have to be so dependent?

"THE HELPERS"

1. Over-directive: Did he want to be of help in any and every way, and would rather destroy the independence of the "blind" person he is helping than risk having that "blind" person make an incorrect decision? Was he able to stand the possibility of the "blind" person making a mistake while in his care and might either become more demanding or quiet if his orders were disobeyed? Dependent types like this type of helper.

2. Direction-Avoidance: Was having the responsibility for a "blind" person for 10 minutes more than he could handle? Was he able to rationalize his unwillingness to get involved by saying to himself: "I felt they would feel prouder if they did it by themselves." He would be partially right but there are things he could see that the "blind" person couldn't and he could be helpful in developing the "blind" person's confidence in his own abilities. Counter-dependent types are a good match with this type of helper.

3. Coaching: Did the student want his charge to be able to operate on his own, but realized that sight gave him certain responsibilities? Did he ask if the "blind" person wanted help before giving it to him, and, except in the case of obvious dangers, was he inclined to let the "blind" person explore his environment for himself? Did he have the facility for direction that was not directive, but let the "blind" person know what was about him, without tugging and pulling? If he led physically, was it because he wanted to make sure that the "blind" person could grasp his arm and retain control, rather than "grabbing and guiding" and thereby taking control away from the "blind" person?

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (p.109-110)

1. Remedy. Counselor points out that Manny has the ability to "control" his boss by making the boss give him "more" work.

Example. Counselor and Manny plan to test Manny's power. Manny was to ask for "more" work one day and "less" work the next day. On his "less"-work day, Manny is to tell the boss that his college studies will help Manny give the boss "more" quality work.

2. Remedy. Counselor asked Susan to target one particular homework that Susan had neglected to do.

Example. Counselor and Susan plan a sequence of specific actions with regard to this specific homework: Divide the homework into three parts; Susan will reward herself after doing each of the three parts.

3. Remedy. Counselor points out that Lily has the ability to "control" the caseworker by making the caseworker persecute her.

Example. Counselor and Lily plan to test Lily's power. On a visiting day, Lily will be more nasty, disrespectful, curt, so that the caseworker will persecute her "more." On another visiting day, Lily will be courteous, respectful, and answer all questions clearly and directly and see if she could make the caseworker persecute her "less."

4. Remedy. Counselor points out that Diedre can control the phone calls without letting her friends down.

Example. Counselor and Diedre will schedule her "consultation" hours for her friends. These "consultation" hours will be separate from her "assignment" work hours.

5. Remedy. Counselor points out that Joseph has the power to fail or to pass the remedial math course.

Example. Joseph will first repeat the behaviors that made the professor "fail" him [coming late; frequent absences; not paying attention, etc.]. Then, Joseph will try new behaviors that will make the professor "pass" him [coming to class on time; regular attendance, asking for help, etc.].

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. I can control certain aspects of my life. This sense of having control gives me hope about the future.

2. Self. My self-esteem is a function of exercising some control over important matters in my life.

3. "Success" concept. My success is a function of how I experience myself being able to plan , execute the plan and get the results I expected.

4. Positive group experiences. There is opportunity for growth when I am engaged in a group effort to understand and plan to have some control over some important issues in our lives.

SUCCESS CONTRACT VIII: Taking Charge of Your Life - SUCCESS PORTFOLIO, pp.223-224.

Before the end of the class period, go over Success Contract VIII briefly. Since specific examples follow each implementation step of the contract, the students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their contracts and their sense of feeling of success and accomplishment will come from working their own plan of taking charge of a particular portion of their study, classroom, or life situation.

Rewards are ways of reinforcing their newly-acquired sense of control. Students, however, must choose the appropriate kind of rewards (See Rules for Choosing Rewards in the Appendix). The appropriate kind of rewards will reinforce this newly-acquired sense of control over a particular behavior.

ASSIGNMENTS

Read Chapter IX, pp.115-116: Maslow's Categories Applied to Student Needs; and, Level of Needs Concept Applied.

Fill out the MOTIVATION QUESTIONNAIRE, pp.112-114 so that you can complete the tasks required in Success Contract IX: Motivation.

UNIT II: Awareness of Self

Lesson Plan for Chapter IX: MOTIVATION

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract IX, the students will be able (1) to put down what their three highest-ranked levels of motivation are; and, (2) apply these three highest-ranked needs to motivate themselves in selected classroom and study situations.

PREASSESSMENT: Before this class, the students will have filled out their MOTIVATION QUESTIONNAIRE so they can complete the tasks required of them in Success Contract IX: Motivation (pp.225-227).

CONTENTS of the Chapter:

1. Motivation Questionnaire
2. Maslow's Categories Applied to College Student Needs
3. Level of Needs Concept Applied
3. Group Exercise: the PYRAMID and the student's placement along the rungs of the ladder by the student's three highest-ranked needs.
4. Group Discussion on what level of needs could be inferred in a given number of case situations.

LECTURETTE

Review briefly the assigned readings in Chapter IX, pp.115-116: Maslow's Categories Applied to College Student Needs; and, Level of Needs Concept Applied.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Draw on the board the pyramid with levels of needs along its rungs. Transpose the pyramid into a floor plan of the classroom (p.117). The students, having done their level of needs inventory, are now asked to place themselves and move along the rungs where their three highest-ranked levels of motivation are described.

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will discuss and infer what need level is involved in each case situation (p.118).

MATERIALS

In the text: MOTIVATION QUESTIONNAIRE; Maslow's Hierarchy of Needs; Pyramid for Group Exercise; Case Problems for Group Discussion and Success Contract IX: Motivation.

EVALUATIONS

Before the end of the class period, go over Success Contract IX. Students will rate their own efforts (10,9,8. etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The class will submit the completed contract by the next class session; or, by the end of Unit II; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Students who are already highly motivated are goal-oriented. These students are trying to get somewhere. There is something they want to achieve. They have something to prove.

2. On any college campus there are many goal-oriented students with "levels of needs" in their internal "pyramid." They do not always talk about it. They are among the successful students. Of course, like others, they have temporary "down periods," but their needs are so sharply defined that such periods last only a short time.

3. You, too, have deep level-needs to motivate you. This pyramid will sharpen and focus your motivation that you will learn to apply in classroom, study and life situations.

4. It is the perception that with more knowledge one can increase his ability to do those things which result in need satisfaction. Motivation to learn is one of the perceptions generated by the growth need concept. There is a release in tension once knowledge is acquired. The acquired knowledge makes it possible for the student "to do" something with it to reach a goal.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (p.118)

1. The mechanic has the need concept of self-esteem which is a function of concern for others.

2. The student has the need concept of safety/security which is a function of increased knowledge in the class in which he is lost.

3. Sonia has the need concept of self-esteem which is a function of her respect for the value of every human being.

4. The father has the need concept of love-belongingness which is a function of his ability to build bridges to the boy.

5. The teacher has the need concept of self-actualization which is a function of continued formal education as a way to be all she can be.

GROUP PROCESS

Through group interaction and the experience in group, the following changes are expected to happen for the "successful" student:

1. Perceptions. Things are important in terms of the people and the motivations behind them. Change that brings about better understanding of self is to be sought in my motives.

2. Self. Self-esteem is a function of the use of my high-level needs to motivate and raise the level of my human experience.

3. "Success" concept. My success is a function of the use of my high-level needs to raise my efforts to satisfy the appropriate level of my needs.

4. Positive group experiences. There is opportunity for growth when engaged in a group effort to search for my highest-ranked needs; and, see how others are searching for their high-ranked needs to motivate themselves to new and different levels of achievement.

SUCCESS CONTRACT IX: Motivation - SUCCESS PORTFOLIO, pp.225-227.

Before the end of the class period, go over over Success Contract IX briefly. Since specific examples follow each implementation step of the contract, the students may be tempted to repeat the the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from identifying their levels of needs and using these levels of needs to motivate themselves in their own particular study, class, work, or family life situations.

Rewards reinforce the newly-acquired motivated behavior. However, students must choose the appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix). These appropriate kinds of rewards will sustain newly-acquired motivated behavior.

ASSIGNMENTS

Read Chapter X, pp.124-132: Transactional Analysis; Transactions; Games Stoppers; Specific Hints; and, Jamming It: Or Refusing to Play the Game.

Fill out the GAMES PEOPLE PLAY inventory, pp.122-123 so that you can complete the tasks required in Success Contract X: Transactional Analysis.

UNIT II. Awareness of Self

Lesson Plan for Chapter X: TRANSACTIONAL ANALYSIS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract X, the students will be (1) able to identify the games they most often play, and (2) plan how to "jam" these games so that they can have more appropriate transactions in their study, classroom and other life situations.

PREASSESSMENT: Before this class, the students will have filled out their GAMES MOST PEOPLE PLAY Inventory so they can complete the tasks required in Success Contract X: Transactional Analysis (pp. 229-230).

CONTENTS of Chapter X:

1. Games Most People Play Inventory
2. Transactional Analysis
3. Transactions
4. Game Stoppers
5. Specific Hints
6. Jamming It: Or Refusing To Play The Game
7. Group Exercise
8. Group Discussion

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Divide the class into three groups. The first group will do the parent-parent transactions; the second group will do the adult-adult transactions; and, the third group will do the child-child transactions. Each group will supply the "missing" ego position statements in each of the three categories of transactions (pp.133-135).

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will try to identify the "game" being played and how to "jam" the game in each case problem (p.136-137).

MATERIALS

In the text: GAMES MOST PEOPLE PLAY chart; Transactions for the group exercise; Case Problems for the Group discussion and Success Contract X: Transactional Analysis.

EVALUATIONS

Before the end of the class period, go over Success Contract X. Students will rate their own efforts (10, 9, 8, etc.) and you will rate their efforts (10, 9, 8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contract by the next class session; or, by the end of Unit II; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

TRANSACTIONS (pp.133-135)

I. Adult-Adult Transactions

1. P: "What a foolish question. Of course it is."
   C: "Stop bothering me all the time.
2. P: "Same time as it always is. You ought to know that."
   C: "Don't ask me. Nobody ever tells me anything."
3. P: "Where you last put it."
   C: "In the paper basket, I hope."

II. Child-Child Transactions

1. P: "You ought to try your best to do so."
   A: "What in particular do you find difficult?"
2. A: "Is there anything you don't like?"
   P: "We try to make everyone happy."
3. A: "If that is the case, why don't you discuss it with the supervisor?"
   P: "You grumble too much."

III. Parent-Parent Transactions

1. A: "Who told you so?"
   C: "That is why we end up doing all the work!"
2. A: "What are his qualifications?"
   C: "Who says there is justice in this world?"
3. A: "I wonder if we could knock on other doors?"
   C: "If we could only bring back those old days."

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Remember that everyone plays "games" and that games are not necessarily bad. If you find yourself going through a similar set of behaviors (transactions) with the same people, and things aren't ending up how you'd like them to, maybe you're playing a T.A. game.

2. What's going on here? What kinds of language is the other person using? Can you see a "game" beginning to take shape?

3. What do I need to do for me? What are your expectations? Have you been "hooked" by an angry Parent? A complaining Child? Be direct and assertive.

4. How do I need to Respond? Don't do what they expect. Do not play the game, stay in your Adult - check out what you need to do and do it. Ask yourself what kind of response are they trying to get from me - Don't Give it!

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.136-137)

1. KICK ME: By allowing the professor to ride him, Wendell allowed the game KICK ME to be played out. Wendell should see the instructor in private. If this does not work, follow the grievance procedure of the college.

2. AIN'T IT AWFUL: If Sally can ignore Mrs. Wide's personality and live with her style, she will be able to bring her test scores up and learn the subject matter.

3. COPS AND ROBBERS: Tony cannot ask his friend to take over responsibility for his own classroom activities.

4. POOR ME: Rose should not rescue the professor. Glean what she can from lectures and concentrate on text.

5. KICK ME: Ralph should inquire respectfully about the grade. Ralph is entitled to follow the grievance procedures of the college.

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. Transactions are the seedbed of growth. Transactions are not to be feared.

2. Self. My self-esteem is a function of being able to respond as much as possible by choice as: parent with the parent of the other; an Adult with the Adult of the other; a child with the child of the other.

3. "Success" concept. My success is a function of how aware I am from what life positions I often transact with others.

4. Positive group experiences. There is opportunity for growth as I see others in the group looking for an understanding of where they often operate: from the Parent position, from the Adult position, from the Child position.

SUCCESS CONTRACT X: Transactional Analysis - SUCCESS PORTFOLIO, pp.229-230.

Before the end of the class period, go over Success Contract X briefly. Since specific examples follow each implementation step of the contract, the students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from determining from what ego states they often operate and how to stop playing games that are not helpful to themselves and to others.

Rewards reinforce behaviors from whatever ego state is most productive for the students. However, students must choose the appropriate rewards (See Rules for Choosing Rewards in the Appendix). The appropriate kinds of rewards will sustain the newly-acquired game-stopping behaviors.

ASSIGNMENTS

Read Chapter XI, pp.144-146: Values; and, Values: Case Applications.

Fill out THE MIRACLE COUNSELORS Inventory, pp.142-143 so that you can complete the tasks required in Success Contract XI: Values.

UNIT III: Career Awareness

Lesson Plan for Chapter XI: VALUES

PRELIMINARIES: Take attendance, make announcements

OBJECTIVE: The students will list in Success Contact XI 1) at least 3 occupations that match their three highest-ranked values; and, 2) see if their curricula match their three highest-ranked values.

PREASSESSMENT: Before this class, the students will have filled out their MIRACLE COUNSELORS Inventory so they can complete the tasks required in Success Contract XI: Values (pp.231-233).

CONTENTS of Chapter XI:

1. Miracle Counselors Inventory
2. Values
3. Values: Case Applications
4. Group Exercise
5. Group Discussion

LECTURETTE:

Review assigned readings in Chapter XI, pp.144-146: Values; and, Values: Case Applications.

GROUP LEARNING ACTIVITIES:

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Introduce the FALL-OUT SHELTER PROBLEM (p.147). The small groups will decide which 6 out of 10 students may get into the shelter based on their values, i.e. what they consider important in life or death issues.

B. Group Discussion

After debriefing, the small groups will infer the values "hidden" behind the ten (10) statements (pp.148-149).

MATERIALS

In the text: MIRACLE COUNSELORS inventory; The Fall-Out Shelter Problem for the Group Exercise; Case Problems for the Group Discussion and Success Contract XI: Values.

EVALUATIONS

Before the end of the class period, go over Success Contract XI. Students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the contract by the next class session; or, by the end of Unit III; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Values permeate our thinking, feelings, activities. For whatever reason, we are seldom aware that we are "guided" by values in everyday life occurrences.

2. Values guide occupational choices. What makes us choose one activity over another? Between two similar occupations, how do we finally decide to go for one over the other?

3. People have different values and have different interpretations of situations. People differ in assessing who is the good guy and who is bad guy not only because of their different interpretation but also because each student has a unique set of personal values.

4. When students understand their values, conditions are favorable for good career decisions to occur. It is difficult for students to make career choices when they don't know what values guide their choices.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.148-149)

1. Helpfulness
2. Comfortable Life; Security
3. Security
4. Comfortable Life
5. Sense of Accomplishment
6. Sense of Accomplishment; Recognition
7. Honesty; Recognition
8. Sense of Accomplishment
9. Sense of Accomplishment
10. Sense of Accomplishment; Recognition

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected for the "successful" student:

1. Perceptions. Man has the values to make his life a better one to live. Values can make life purposeful.

2. Self. My Self-esteem is a function of how I appreciate the values I have and my respect for the values of others.

3. "Success" concept: My success is a function of how I experience myself together with my group searching for what is important in life for me.

4. Positive Group Experiences: Exposure to peers. Opportunities to learn from others. Exposure to significant others who have different values, knowledge, and are in search of their own set of values. Opportunities to learn of the contributions made by students of different cultures, races, religions, ideas, and talents. There is opportunity for growth when engaged in a group effort to search for what is important in life.

SUCCESS CONTRACT XI: Values - SUCCESS PORTFOLIO - pp.231-233.

Before the end of the class period, go over Success Contract XI briefly. Since specific examples follow each implementation step of the contract, students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their contracts and their feeling of success and sense of accomplishment will come from matching occupations with their values profile and from matching their present curricula with their values profile.

Rewards reinforce the successful matching of occupations and curriculum with values profiles. However, students must choose the appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix, pp.245-252). The appropriate kinds of rewards will sustain this search for occupations and curricula that match values profiles.

ASSIGNMENTS

Read Chapter XII - INTERESTS -pp.154-156: *Interest Profiles*; and, *Interests*: *Case Applications*.

Fill out the INTEREST INVENTORY, pp.152-153 so that you can complete the tasks required in *Success Contract* XI: *Interests*.

UNIT III: Career Awareness

Lesson Plan for Chapter XII: INTERESTS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: The students will list in Success Contract XII: 1) at least 3 occupations that match their three highest-ranked interests; and, 2) see if their present curricula match their three highest-ranked interests.

PREASSESSMENT: Before this class, the students will have filled out their INTEREST INVENTORY so they can complete the tasks required in Success Contract XII: Interests (pp. 235-236).

CONTENTS of Chapter XII:
1. Interest Inventory
2. Interest Profiles
3. Interests: Case Applications
4. Group Exercise
5. Group Discussion

LECTURETTE:

Review the assigned readings in Chapter Twelve, pp.154-156: Interest Profiles; and, Interests: Case Applications.

GROUP LEARNING ACTIVITIES:

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Begin by inviting them to a "PARTY." Locate "6" corners so that the room becomes a HEXAGON (p.157). Each corner should be labeled differently using: ARTISTIC, CONVENTIONAL, ENTERPRISING, INVESTIGATIVE, REALISTIC, and SOCIAL labels. The students mill around the room: a) first time, find the corner of the kind of people you most like to join; b) second time, find the corner of people you would join if the group you just joined left for another party; c) third time, find the corner of people you would join if the second group you just joined left for another party.

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will identify the themes behind the Career Interests Statements pp.158-160).

MATERIALS

In the text: INTEREST INVENTORY; the HEXAGON party for the group exercise; Case problems for the group discussion and Success Contract XII: Interests.

EVALUATIONS

Before the end of the class period, go over Success Contract XII. Students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the contract by the next class session; or, by the end of Unit III; or, by whatever deadline you had determined for the class to meet. The contract is a concrete and specific measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now let's talk about what happened so far."

Begin the debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Awareness of interests is fundamental to career development. The first step in career development is awareness of what is known and what is unknown.

2. The more open a student is to this search, the easier it is to develop a truly personal career goal. With trust in the group you are working with, you are able to observe and confer with each other with the good intent of discovering these interests and expanding your vision of yourself.

3. A change in the perception of your interests affects your career choice. Interests guide and focus your career search.

4. Your interest patterns dictate your career preference.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CAREER INTERESTS STATEMENTS (pp.158-160)

1.	Conventional	7.	Enterprising
2.	Enterprising	8.	Investigative
3.	Artistic	9.	Realistic
4.	Conventional	10.	Social
5.	Enterprising	11.	Conventional
6.	Social	12.	Realistic

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. Man has interests to enrich his own life. Interests can make life exciting.

2. Self. Self-esteem is a function of how the student appreciates his unique set of interests and respects the interests of others in the group.

3. "Success Concept." My success is a function of how I experience myself together with my group searching for what enriches life for me.

4. Positive Group Experiences. Exposure to classmates who are in search of self. Exposure in group whose questioning and pursuit of interests result in a better understanding of self. Opportunities to see life as complex with people of various interests.

SUCCESS CONTRACT XII: Interests - SUCCESS PORTFOLIO - pp.235-236.

Before the end of the class period, go over Success Contract XII briefly. Since specific examples follow each implementation step of the contract, students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from a careful matching of occupations with their Interests profiles and from matching their present curricula with their Interests profiles. Appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix) will reinforce this career matching behavior.

ASSIGNMENTS

Read Chapter Thirteen -SKILLS - pp.170-171: Skills; and, Skills: Case Applications.

Fill out the BECOMING AWARE OF SKILLS Inventory in Chapter XIII, pp.164-169 so that you can complete the tasks required in Success Contract XIII: Skills.

UNIT III. Career Awareness

Lesson Plan for Chapter XIII: SKILLS

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: The students will list in Success Contract XIII at least 3 occupations that match their three highest-ranked skills; and, see if their curricula match their three highest-ranked skills.

PREASSESSMENT: Before this class, the students will have filled out the BECOMING AWARE OF SKILLS Inventory so they can complete the tasks required in Success Contract XIII: Skills (pp.237-238).

CONTENTS of Chapter Thirteen:

1. Becoming Aware of Skills Inventory
2. Skills
3. Skills: Case Applications
4. Group Exercise: Skills Swap
5. Group Discussion of 4 Cases

LECTURETTE

Review briefly the assigned readings in Chapter XIII, pp.170-171: Skills; and, Skills: Case Applications.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Students will pair off. They will trade off the SKILLS I NOW HAVE AND ENJOY with the SKILLS THAT I WOULD LIKE TO DEVELOP. In this buy-and-sell exchange (p.172), each partner to the pair will keep track of what is being "given away" and "what is being kept."

B. Group Discussion

After debriefing, divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will identify the skills involved in the case descriptions (pp.173-174).

MATERIALS

In the text: BECOMING AWARE OF SKILLS Inventory; Skills Swap for the Group Exercise; Case Problems for the Group Discussion and Success Contract XIII: Skills.

EVALUATIONS

Before the end of the class period, go over Success Contract XIII. Students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the contract by the next class session; or, by the end of Unit III; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell if this lesson's objective has been accomplished.

GROUP EXERCISE

Shift into the debriefing segment by simply and only saying something like, "Now, let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Realizing one's skills and the skills of others can lead to positive experience of self. One can draw from one's pool of talents and from other's talents and work cooperatively toward a common goal.

2. Viewing one's skills and what one desires to develop makes career search an exciting adventure. It gives you a glimpse of the many sides to you that have yet to be tapped.

3. It is good to know that others want to have your skills. It takes others' appreciation to mirror back to us our gifts and talents.

4. Discovering one's skills leads to improved self-esteem. Discovering one's strengths contributes highly to an increased sense of self-esteem.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASES (pp.173-174)

1. Debbie: Conventional; Social
2. Vince: Realistic; Investigative
3. Lester: Realistic; Conventional
4. Ronda: Realistic; Social

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. I am given the ability to make this a better world. Skills give me an opportunity to plan for a better future.

2. Self. My self-esteem is a function of discovering my skills and respecting the different skills that others in the group have.

3. "Success" concept: My success is a function of how I experience myself sharing my skills with other group members in identifying the skills involved in the case descriptions.

4. Positive Group Experiences. Opportunities to learn from others. Exposure to others who have different skills. Opportunities to appreciate and be appreciated for one's unique skills. There is opportunity to appreciate what skills I have that others would like to have. There is an opportunity for growth. There are skills out there that I would like to develop.

SUCCESS CONTRACT XIII: Skills - SUCCESS PORTFOLIO - pp.237-238.

Before the end of the class period, go over the Success Contract XIII briefly. Since specific examples follow each implementation step of the contract, students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from matching occupations with their Skills profile and matching their present curricula with their Skills profile. Appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix) will reinforce this career-matching behavior.

ASSIGNMENTS

Read Chapter XIV - DECISION-MAKING - pp.178-180: Decision-Making.

Fill out the EVALUATION OF DECISION-MAKING SKILLS questionnaire pp.176-177 so that you can complete the tasks required in Success Contract XIV: Decision-Making.

UNIT III: Career Awareness

Lesson Plan for Chapter XIV: DECISION-MAKING

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract XIV, the students will follow through the twelve (12) steps in deciding on a particular issue or concern that they have selected for the decision-making process.

PREASSESSMENT: Before this class, the students will have filled out the EVALUATION OF DECISION-MAKING SKILLS questionnaire so they can complete the tasks required in Success Contract XIV: Decision-Making (pp. 239-242).

CONTENTS of Chapter XIV:

1. Evaluation of Decision-Making Skills
2. Decision-Making
3. Group Exercise: The Winter Crash Survival
4. Group Discussion of 5 Decision-Making Cases.

LECTURETTE

Review briefly the assigned readings in Chapter XIV, pp.178-180: Decision-Making.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Introduce the WINTER CRASH SURVIVAL Exercise (pp. 181-182). Divide the class in small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will try to reach a consensus by ranking according to their importance for survival the fifteen (15) items that were salvaged from the plane crash.

B. Group Discussion

After debriefing, each small group will continue to discuss and see if the twelve (12) steps toward correct decision-making were followed in each of the cases assigned to it (pp. 183-185).

MATERIALS

In the text: EVALUATION OF DECISION-MAKING SKILLS questionnaire; Winter Crash Survival for the Group Exercise; Case Problems for the Group Discussion and Success Contract XIV: Decision-Making.

EVALUATIONS

Before the end of the class period, go over Success Contract XIV briefly. Students will rate their own efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the contract by the next class session; or, by the end of Unit III; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Correct (by Experts) Ranking (p.182)

A.	11
B.	2
C.	1
D.	9
E.	8
F.	15
G.	12
H.	10
I.	14
J.	7
K.	4
L.	6
M.	13
N.	3
O.	5

Shift into the debriefing segment by simply and only saying something like, "Now let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Consensus is an effective decision-making process. All participants should help each other select the most important survival items.

2. There are guidelines to follow for effective decision making. Each participant should talk in a manner that elicits positive response, rather than criticism or harsh judgement.

3. Reaching a consensus takes time. The positive atmosphere encourages active talking and listening and discourages dominating, interrupting, passivity, and sulking. It takes time to talk through a problem situation.

4. *Consensus works best when every group member is involved*. The group benefits when each person contributes as a resource so as to increase the pool of knowledge, skills, and beliefs from which the group can reach a solution to the issue before it.

5. *Consensus is a powerful decision making process*. The power of the consensus process derives from the fact that each member has a commitment to the solution. Each member has contributed to the solution and has agreed to it. There are no winners and no losers.

GROUP DISCUSSION

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINAL EXAM will follow both in content and format the case problems under group discussion.

COMMENTS ON CASE PROBLEMS (pp.183-185)

1.	William	No	Skipped:	Step 11 Compare and React to each solution; Step 12 Rank the solutions.
2.	Cindy	No	Skipped:	Step 3 Brainstorm; Step 5 Seek Advice; Step 6 Seek information.
3.	Katherine	No	Skipped:	Step 8 Weighting each solution; Step 11 Compare and React to each solution; Step 12 Rank each solution.
4.	Phil	Yes		
5.	Diane	No	Skipped:	Step 10 Compute a total score for each solution; Step 11 Compare and react to each solution; Step 12 Rank each decision option.

GROUP PROCESS

Through the group experience and the group discussion, the following changes are expected to happen for the "successful" student:

1. *Perception*. Man has the ability to decide his own fate. Decision-making does not limit but opens up many options.

2. *Self*. My self-esteem is a function of how I can decide on my own and how I can count on others to help me decide and arrive at a solution.

3. "Success" concept. My success is a function of how I experience myself contributing to the final solution of a problem.

4. Positive Group Experiences. Everyone is accepted for what he can contribute, and there is no arguing, per se, but talk about the best solution with differences of opinion accepted and valued. With an expectation of a low threat, people change their behavior, and a positive cycle of changed behavior influencing further changes in attitude occurs.

SUCCESS CONTRACT XIV: Decision-Making - SUCCESS PORTFOLIO - pp.239-242.

Before the end of the class period, go over Success Contract XIV briefly. Since specific examples follow each implementation step of the contract, students might be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from defining an issue of personal concern and following the twelve (12) steps of decision-making. The appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix) will reinforce this planful way of decision-making behavior.

You will now submit to the counselor your proposed Early Registration Plan of the remedial courses, core courses, area of studies courses and specialization courses for the next semester.

ASSIGNMENTS

Read Chapter XV - GOAL-SETTING - pp.189-192: The 5 W's and an H Goal-Setting Plan; and, Applying the 5 W's and an H Goal-Setting Plan.

Fill out the CLARIFYING GOALS questionnaire, p.188 so that you can complete the tasks required in Success Contract XV: Goal-Setting.

UNIT III: Career Awareness

Lesson Plan for Chapter XV: GOAL-SETTING

PRELIMINARIES: Take attendance, make announcements.

OBJECTIVE: In Success Contract XV, the students will choose a goal for behavioral change and then follow the 5 W's and an H plan for attaining that goal.

PREASSESSMENT: Before this class, the students will have filled out the CLARIFYING GOALS questionnaire so they can complete the tasks required in Success Contract XV: Goal-Setting (pp.243-244).

CONTENTS of Chapter XV:

1. Clarifying goals questionnaire
2. The 5 W's and an H Goal-Setting Plan
3. Applying the 5 W's and an H Goal-Setting Plan
4. Group Exercise: The Chalk Puzzle
5. Group Discussion of 5 Cases

LECTURETTE

Review briefly the assigned readings in Chapter XV, pp.189-192: The 5 W's and an H Goal-Setting Plan; and, Applying the 5 W's and an H Goal-Setting Plan.

GROUP LEARNING ACTIVITIES

The learning process BEGINS with the group exercise and the group discussion that follow:

A. Group Exercise

Introduce the Chalk Puzzle Mystery (p.193). Divide the class into small groups of 4 or 5 students. Make sure that the small group memberships vary from one class session to the next. Each small group will use the clues to locate the missing chalk.

B. Group Discussion

After debriefing, each small group will continue to discuss and apply the 5 W's and an H goal-setting plan to each case assigned to it (pp.195-197).

MATERIALS

In the text: CLARIFYING GOALS questionnaire; Chalk Puzzle for the Group Exercise (An envelope with strips of paper on which are written the clues); Case problems for the Group Discussion and Success Contract XV: Goal-Setting.

EVALUATIONS: Before the end of the class period, go over Success Contract XV. The students will rate their efforts (10,9,8, etc.) and you will rate their efforts (10,9,8, etc.). The average of these two ratings will be the grade for the contract. The students will submit the completed contracts by the next class session; or, by the end of Unit III; or, by whatever deadline you had determined for the class to meet. The contract is a specific and concrete measure by which you and the class can tell whether or not this lesson's objective has been accomplished.

GROUP EXERCISE

Chalk Puzzle Solution (pp.194)
(Right Order & Sequence)

1. I brought my favorite chalk to school on Monday.
2. I forgot to put it away at the end of the day.
3. Two students arrive early Tuesday and used it to draw on the chalkboard.
4. They dropped it when I walked in and forgot to pick it up.
5. After school Tuesday, the janitor swept it up and put it on the wastebasket.
6. I came back for something I forgot, saw it, and took it out. I put it on my desk.
7. It rolled off my desk, and a student saw it Wednesday just before she was going to step on it. She put it on the chalk tray.
8. I picked it up to use it that day and absentmindedly put it in my pants pocket.
9. I went home that night and threw my pants into the washer. I saved the chalk just in time.
10. I forgot to bring the chalk to school the next morning.
11. Next morning, I put the chalk in my jacket pocket and came to school.
12. I haven't moved it since.

Shift into the debriefing segment by simply and only saying something like, "Now let's talk about what happened so far."

Begin debriefing and guide the process by raising the points suggested below:

Suggested Points To Raise During Debriefing

1. Helping one another set goals leads to positive experiences which can be the basis for friendship. When people work together on common problems, they build up a storehouse of experiences to share and talk about.

2. Students who work for a common goal develop a sense of groupness and belongingness. A group develops when people have some common interests and shared experience. Then, as a consequence of the sense of groupness, members of the group behave in a special way - showing heightened care and responsibility toward each other.

3. Viewing and using other students as learning resources help in goal setting. This is a different mind-set, one that promotes interdependence while encouraging a growing sense of independence based on new learning.

4. When setting a goal for change, it is good to know that you have the support of others. Being an integral part of the group - a needed member of it - provides support to you. It encourages you to continue your efforts.

GROUP DISCUSSION

COMMENTS ON CASE PROBLEMS (pp.195-197)

	WHAT MUST CHANGE					
	WHO	WHAT	WHEN	WHERE	WHY	HOW
FRED	Himself & co-workers	Say hello Go bowling	A.M at lunch Weekends	At work Bowling Alley	Social contact	Make social calendar: say hello join bowling team
BOB	Himself & "fun" friends	Make one new friend	School day	At school	Stay out of trouble	Join a school club
JENNIFER	Herself & unhappy workers	Decide on a career	Within a month	Outside home	Life Goal	Appointment with job counselor
MARTIN	Himself & critical wife	How to "chat"	Within a month	At home	Social contact	Ask help from wife & practice with wife on how to chat
DOREEN	Herself	Practice making compliments	Within a week	At work	Stable job	Make a chart of compliments she could make @ working day

It is frustrating not to be able to tell other people how to solve the case problems. We are quite accustomed to helping others by telling them what to do. When we cannot, we feel frustrated. Allow the group to struggle and work for its own self-respect. Each group member's self-esteem rises with the contributions she or he makes to group work. Research expects the results of group work to be qualitatively superior to the results of any single, individual work. After the group discussion, put on the blackboard the end-results of each small group's activity. ALERT: Remind the students that the FINALS will follow both in content and format the case problems under group discussion.

GROUP PROCESS

Through the group exercise and the group discussion, the following changes are expected to happen for the "successful" student:

1. Perceptions. Man can set goals that he can attain. Goals can make life purposeful.

2. Self. My self-esteem is a function of how I shared these goal-setting skills with others.

3. "Success" concept. My success is a function of how my contribution helped the group solve the chalk puzzle.

4. Positive Group Experiences. Exposure to peers. Opportunities to learn from the goal-setting skills of others of different cultures, races, religions. There is opportunity for growth when engaged in a group effort to solve the puzzle: how one's contribution helped locate the missing chalk.

SUCCESS CONTRACT XV: Goal-Setting - SUCCESS PORTFOLIO - pp.243-244.

Before the class period ends, go over the Success Contract XV briefly. Since specific examples follow each implementation step of the contract, the students may be tempted to repeat the examples for their own contracts. Remind the students that your evaluation of their work and their feeling of success and accomplishment will come from charting what must change in the old behavior into the new behavior by following the 5 Ws and H in goal setting.

Rewards reinforce this goal-setting behavior. However, students must choose the appropriate kinds of rewards (See Rules for Choosing Rewards in the Appendix). The appropriate kinds of rewards will reinforce this new behavior of following the 5 W's and an H in goal-setting.